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ABSTRACT

The report is an assessment of law-focused education projects located in selected cities in Texas during the 1975-76 academic year. The projects were undertaken to positively affect the attitudes and understanding of students toward the role of law in today's society and the influences of law on crime and corruption. Teacher training programs and student-oriented instructional materials were provided in Houston, Midland-Odessa, and other areas under the direction of North Texas State University. The evaluation design included cognitive and attitude pre- and posttests for teachers in the training programs, and cognitive and attitude measures for students in civics, American history, and social studies classes. The main body of the report documents responses to ten major evaluation questions. Findings indicated that teacher training programs were effective in increasing teachers' knowledge of the law and their repertoire of instructional techniques, and that pupils of teachers who utilized the law-focused instructional materials demonstrated greater knowledge of the law than pupils of teachers who did not have access to such materials. (Author/AV)

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Final Evaluation Report
of
Teacher Training Projects
sponsored by
Law in a Changing Society

July 30, 1976

Jon J. Denton
James B. Kracht

SP 010 291

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ABSTRACT

Evaluation of Texas Based

Law Focused Education Projects - 1975-76

An assumption that citizens must know and accept the operations of the law to preserve society is evident in the goal statements for "Law in a Changing Society." In order to enhance and preserve the social institutions of this state and country, an educational effort was mounted during the 1975-76 academic year in selected cities in Texas. These projects were undertaken to positively affect the attitudes and understanding of young citizens toward the role of law in today's society and the influences of law on crime and corruption. If these educational endeavors are successful, every school district in Texas may have the opportunity to incorporate law-focused education as an integral part of their social studies curriculum.

This report provides an assessment of the law-focused projects located in Houston, Midland-Odessa, and other off-campus courses under the aegis of North Texas State University. The following ten evaluation questions were posed and resolved through the development and implementation of a multi-faceted evaluation system.

1. DO THE TEACHER TRAINING PROGRAMS INCREASE TEACHER KNOWLEDGE OF THE LAW AND OPERATIONS OF THE LAW?

Answer - Yes. Substantial cognitive learning occurred with elementary and secondary teachers in projects conducted in Houston, Midland-Odessa, and Kilgore. Modest increases in cognitive knowledge occurred with participants in the Irving project.

2. DO THE TEACHER TRAINING PROGRAMS INCREASE THE TEACHER'S REPETOIRE OF INSTRUCTIONAL TECHNIQUES THAT ARE ACTUALLY USED IN THE CLASSROOM?

Answer - Yes. End-of-school interviews with participating teachers and

their students revealed general adoption of techniques stressed in the workshops.

3. DO THE PUPILS OF TEACHERS TRAINED BY THE PROGRAM HAVE MORE KNOWLEDGE OF THE LAW AND THE OPERATION OF THE LAW THAN PUPILS OF TEACHERS NOT TRAINED BY WORKSHOP PERSONNEL BUT HAVING ACCESS TO LAW-FOCUSED INSTRUCTIONAL MATERIALS?

Answer - No. The difference between learner achievement of each type of teacher was negligible

4. DO THE PUPILS OF TEACHERS WHO UTILIZE THE LAW-FOCUSED INSTRUCTIONAL MATERIALS DEMONSTRATE GREATER KNOWLEDGE OF THE LAW THAN PUPILS OF TEACHERS WHO DO NOT HAVE ACCESS TO SUCH MATERIALS?

Answer - Yes. Comparisons of cognitive data from classes of teachers who used the law-focused materials with those who did not have access to the materials, revealed substantial differences favoring the classes who utilized the materials.

5. DO THE PUPILS OF TEACHERS TRAINED BY THE PROGRAM HAVE MORE POSITIVE ATTITUDES TOWARD THE LAW AND LAW ENFORCEMENT THAN PUPILS OF TEACHERS WHO HAVE NOT BEEN TRAINED BY WORKSHOP PERSONNEL NOR HAVE ACCESS TO LAW-FOCUSED INSTRUCTIONAL MATERIALS?

Answer - Yes. Comparisons of attitude change scores of learners grouped according to whether the teacher participated in the in-service programs on law-focused education revealed positive change scores toward the law and law enforcement.

6. DOES THE AGE OF THE PUPILS AFFECT THE KNOWLEDGE GAIN AND ATTITUDE TOWARD LAW INFORMATION, GIVEN CLASSROOM INSTRUCTION WHICH UTILIZES LAW-FOCUSED CURRICULAR MATERIALS?

Answer - Yes. Age does affect knowledge gain and attitude change toward the law based on the results of the data analysis conducted for this question.

7. DOES THE SOCIAL-ECONOMIC-LEVEL OF THE SCHOOL'S ATTENDANCE AREA AFFECT THE KNOWLEDGE GAIN AND ATTITUDE TOWARD THE LAW OF PUPILS PARTICIPATING IN THE LAW-FOCUSED PROGRAMS?

Answer - No. Neither knowledge gain nor attitude change toward the law are affected by the social-economic status (S.E.S.) of the school's attendance area.

8. DOES THE RELATIVE SIZE OF THE CITY AFFECT THE ATTITUDES OF PUPILS TOWARD LAW AND LAW ENFORCEMENT, GIVEN CLASSROOM INSTRUCTION WHICH UTILIZES LAW-FOCUSED CURRICULAR MATERIALS?

Answer - no. The pupil data from Houston were compared with pupil data from Midland-Odessa. The difference between these data sets were negligible.

9. DO THE TEACHER TRAINING PROGRAMS INCREASE TEACHER ATTITUDES TOWARD THE LAW, LEGAL PROCEDURES, AND LAW ENFORCEMENT?

Answer - Analyses related to this evaluation question produced equivocal results. The workshop conducted with Midland-Odessa teachers produced positive changes in participant attitudes toward the law and instructional techniques for teaching legal concepts and the workshop conducted in Dallas also produced a significant shift toward different instructional techniques. However, the workshops conducted in Houston, Irving and Kilgore did not produce significant attitude shifts either toward the law or toward instructional techniques for teaching legal concepts.

10. DO TEACHERS CONTINUE TO GAIN KNOWLEDGE AND INCREASE POSITIVE ATTITUDES AS A RESULT OF WORKING WITH MATERIALS, NEW STRATEGIES AND RESOURCE PERSONS

DURING THE SCHOOL YEAR?

Answer - No. Modest increases in knowledge (not statistically significant) occurred with teachers from Houston and Midland-Odessa; meager attitude changes occurred with positive shifts occurring with Houston teachers and negative shifts occurring with Midland-Odessa teachers.

Documentation of each of these responses to the evaluation questions is the subject of the ensuing report.

EVALUATION DESIGN

Teacher Evaluation

The evaluation design to assess the participants in the Houston and West Texas (Midland-Odessa) projects is represented by the following figure.

Classification	Test	Treatment	Test	Treatment	Test
E1(R)	T1	X1	T2	X	T3
E2			T1	X	T2
C			T1		T2

This evaluation design provided for the collection of pretreatment assessment (T1) data from the three classifications of teachers. Cognitive and attitude pretests were administered to workshop participants during the initial phase of the workshops. At the conclusion of the workshops, both cognitive and attitude posttests (T2) were administered to the participants. Pretests identical to those administered during the workshops were administered to the E2 and C teachers during the initial weeks of the fall term. An identical battery of tests (T2 and T3) were administered to the selected teachers at the end of the school year. The E1 teachers experienced two treatments, i.e., the workshop training, and information gained through implementing the materials and techniques into their classrooms. The second treatment group, E2 teachers, received training from the E1 teachers while implementing the materials in their classes. The control teachers (C) received neither training nor instructional materials for their classes.

The evaluation design for the off-campus course offered under the aegis of North Texas State University differed from the Houston and West Texas designs for a variety of reasons. Among the differences: the program contents were not identical, and the training of E2 teachers by E1 teachers was different because the E1 teachers implemented the materials as they acquired

them. Consequently, it would have been difficult for the E1 teachers to provide an adequate scope and sequence to the on-site teachers with whom they shared ideas. For these reasons the following evaluation design was used for the off-campus component of the program from North Texas State (Irving and Kilgore).

Classification	Test	Treatment	Test
E1(R)	T1	X	T2
C	T1		T2

This evaluation design provided for the collection of preteatment assessments (T1) from the two teacher classifications. Cognitive and attitude pretests, identical to those used in the summer workshops were administered to the teachers in this component of the program. As with the pretests, a set of posttests (T2) identical to those used in the Houston and West Texas components were to be administered to the participating teachers at the conclusion of the academic year.

Another evaluation design was used for a two week workshop conducted during July 1975 in Dallas. The format and substance of this workshop differed substantially from the workshops held in Houston, Midland-Odessa, Irving and Kilgore. Because of the nature of the workshop the design employed was structured around the administration of an attitude instrument (TA).

Classification	Test	Treatment	Test
E1	TA	X	TA

This procedure provided for the collection of pre-workshop data and post workshop data toward the law and instructional techniques from participants, with no comparisons with a control group.

Student Evaluation

From an evaluation methodology viewpoint, James Coleman's survey on the equality of opportunities in education signaled the beginning of evaluation

projects which rely on student achievement data to judge the merits of an educational endeavor. Evaluation designs now are remiss if provisions are not established to assess student achievement directly. This evaluation project is no exception; the design developed to assess cognitive growth and attitudes of pupils toward the law is represented by the following figure.

Classification	Test	Treatment	Test
E1 students	T1	X	T2
E2 students	T1	X	T2
C students	T1		T2

Identical cognitive and attitude instruments within each grade classification, i.e., civics, American history, social studies, were administered; both for the pretest and posttest to all pupils in the study. The pretests were administered during the initial weeks of the fall semester. The posttests were administered during the second week in April if the course was a two semester course, or during the first week in December if the course was offered for one semester. Class instruction provided by the E1, E2, and C teachers provided the treatments in this design. It was expected that E1 and E2 teachers would implement components of the law focused curricular materials while the control teachers would not. This design applied to pupils in the Houston project and West Texas project. Complete data sets of 1572 and 588 pupils from Houston and West Texas respectively, provided the data for this aspect of the evaluation.

Because of the nature of the in-service program for the North Texas based program, pupils of E2 teachers were not selected. However, pretest data were obtained from 139 pupils of E1 and C teachers. Unfortunately, post treatment data from these pupils were not collected. No reason is provided for the missing data, although communicades were received which stated that it would not be possible to collect the post treatment data. Consequently,

analysis of pupil data from the North Texas Project will not be included in this report.

SAMPLES

Workshops

The Houston Independent School District and the Houston Bar Association entered into an agreement which resulted in a staff development project for Houston teachers. Five different instructional components were developed for 95 participants, namely, teachers, administrators, and officers from the Houstion Police Department.

The West Texas project was organized to provide a workshop on Law in a Changing Society for teachers and school officials from Midland Independent School District, Odessa Independent School District and other neighboring districts. Five different instructional components were organized for 116 participants, that is, 73 elementary level and 43 secondary level teachers and administrators. This project and the Houston Project were organized by Mr. B.R. Sullivan, Director-Public School Programs and the Law Focused Education Staff.

A workshop for 26 teachers from the Dallas area was conducted in July, 1975. This workshop differed substantially from the workshops conducted in Houston and West Texas. This project and two additional workshops (i.e., Teaching Law Focused Education in Junior High School with 30 participants in Irving, Texas and Teaching Law Focused Education in the Upper Elementary School with 28 teachers in Kilgore, Texas) were organized and directed by Dr. Watt Black, Director-University Programs for Law in a Changing Society.

Although evaluation questions 1 and 9 are addressed to elements of the various workshops, general remarks about the effectiveness of the workshops will be presented here.

Participant cognitive growth was substantial in those workshops whose objectives stressed knowledge of the law. This observation is most impressive given the total number of participants, i.e., 295, and the numerous faculty members involved with the instruction in the five workshops.

Ironically, participants' attitudes toward the law, and their perceptions about various instructional techniques to teach social science concepts were not universally influenced by the workshops. Exceptions were the West Texas project where participant attitudes toward the law and instructional techniques did change, and the Dallas workshop where participant attitudes toward various instructional techniques shifted in a positive direction.

Pupil Achievement

One goal of this evaluation project was to determine whether teacher growth resulting from participating in a summer workshop would in turn affect the cognitive learning and attitudes of pupils during the school year. Participants and their classes from the various workshops (18 from Houston, 12 from West Texas, 4 from North Texas) were randomly selected to participate in this aspect of the evaluation. Two concomitant teachers and their classes were identified for each workshop participant, one as a "buddy" teacher with whom the participant shared ideas and materials and a second teacher who served as a control. The control teacher did not attend the workshop nor was he provided access to the law-focused materials. The total number of teachers initially participating in this evaluation component was: Houston-54, West Texas-36 (Midland-18, Odessa-18), North Texas-6. However, complete sets of functional pupil data (pretreatment-posttreatment data) were obtained from 56 classes (Houston-24, West Texas-32).

Teachers were selected by a stratified randomized technique with social-

economic status and grade level being the two variables used to classify the workshop participants into samples. The social-economic status of schools in which the participants worked was determined by calculating the percentage of low-income children in school with respect to the total enrollment. The standards used to assign schools into the three SES classifications were : high SES, 0-4%; middle SES 4.1- 23%; low SES, 23.1-100%.

Other considerations which influenced both the selection and the size of the samples in the Houston and West Texas projects were the availability of "buddy" teachers (E2) in the school where the E1 teacher worked and the expense in collecting three sets of class data for each E1 teacher selected. Concerns were justifiably expressed about the small samples drawn from the E1 teacher pools. However, the samples from both Houston and West Texas were not as diminutive as one might deduce. For example, although 116 people participated in the West Texas workshop, only 42 teachers could be identified who taught in Midland or Odessa and had identified a "buddy " teacher (E2). So, instead of approximately 10% of the workshop participants being selected, nearly 30% of the eligible candidates were selected.

Figures 1 and 2 provide the names of teachers who participated in the pupil achievement component of this evaluation from Houston and West Texas, respectively. Pupil data from all teachers listed in Figure 1 were received at the beginning of the fall semester, but six E1 classes, six E2 classes, and eleven C classes from the initial list failed to provide posttreatment data. Among the causes of this attrition was the length of the treatment (full school year); the long treatment resulted in some classes changing entirely in composition. Another factor was the lack of support provided to the control teacher. Since these teachers were not involved in any in-service component of the law-focused education program, their personal interests were not served and the processing of the posttest likely became an unnecessary irritation from the central administration.

Figure 1

Houston Teachers Whose Classes Participated in Law-Focused Education Evaluation Project

SES	Grade	Teacher Classification E1	E2	C
Upper	12	Wolfer*	Dettling	-----
	11	Smithson*	Shankles	Glover*
	8	Smith	-----	Ware
	7	Moody	Givins*	-----
		Barrett	Subject	-----
	5	Carrol*	Myrickes*	Hamilton*
		-----	-----	Sessum*
Middle	12	Davis*	Lyons	Kimble
		Roberts	Syms	-----
	11	-----	-----	Brewer*
		-----	-----	Davis (Richardson)
	8	Lewis*	-----	Worsham
		-----	-----	Cockrell
	7	-----	Kelt*	Redonet
	5	Petersmith*	-----	Crawford
		Lemmons*	Starkey*	Weyand*
		Chatman*	-----	Fannin
Low	12	McCormick	-----	-----
	11	Neuwald*	Morris	Caporicio
	8	Miller	-----	Anderson
		Gallagher*	Mitchell*	-----
	7	-----	-----	-----
	5	Scott*	Kemp*	Edwards*
		-----	Laston*	Floyd

*denotes complete data sets: pretests-posttests/class

Figure 2

West Texas Teachers Whose Classes Participated
in the Law-Focused Education Evlauation Project

SES	GRADE/city	Teacher Classification E1	E2	C
Upper	12/Odessa	Hirsch*	Sawyer*	-----
	9-11/Odessa	Shedwin*	Lee*	-----
	8/Odessa	Harrison (Pride)	Everett*	-----
	7/Odessa	Reid*	Corley	-----
	5/Midland	Speed*	Carlisle*	Verett*
Middle	12/Midland	Burton	Brown*	Davis*
	12/Odessa	-----	-----	Foster*
	9/Midland	Watkins*	Trutt*	Whitfield*
	9-11/Odessa	-----	-----	Carpenter*
	8/Midland	Marshall*	Morales*	Standfield*
	8/Odessa	-----	-----	Bearenot*
	7/Odessa	-----	-----	Holley
	5/Odessa	Hood*	Morrison*	Tiner*
	5/Odessa	Watson*	Clark*	Griffin*
Low	12/	-----	-----	-----
	9/	-----	-----	-----
	8/	-----	-----	-----
	7/ Midland	Vernon*	Hightower*	Nieburger*
	5/Midland	Russell*	White*	Kennedy*

* denotes complete data sets: pretest-posttest/class

Similar to the Houston project, pretreatment pupil data were received from all West Texas teachers (36) in Figure 2. Unfortunately, different class compositions and teacher deletions from the program necessitated the omission of 4 sets of class data from the pupil data for analysis, even though 36 post-treatment data sets were received.

INSTRUMENTATION

Teacher Tests

Instruments were develcped to obtain cognitive and attitude data from participants of the various workshops whose objectives stressed the cognitive domain. Two instruments, developed for this purpose, are included in Appendix A. One instrument was designed for elementary and middle school teachers while the second test was developed for senior high school teachers. Both instruments contained 20 identical attitude items and 25 multiple-choice items. The 25 content items were different for the two instruments because of varying workshop objectives for teachers of different grade levels.

Estimates of internal consistency for these instruments were determined to range from .73 to .87 with the K-R 20 procedure. In addition, each instrument was reviewed for content validity by a panel consisting of project staff and university professors.

A distinct and separate instrument consisting of 45 Likert type attitude items were developed for the Dallas workshop. The intial 21 items were phrased to measure teacher perceptions of different instructional techniques; the remaining 24 items sought participant perceptions of the law and law enforcement practices. This instrument is provided in Appendix C.

Pupil Tests

Five instruments (Appendix B) were developed to obtain cognitive and attitude

data from pupils of teachers participating in the law-focused education project. The instruments were developed for the different grade levels, that is, 5th, 7th, 8th, 9-11th, 12th. Each of the tests contained a cognitive component consisting of 20 multiple-choice items and an attitude component, containing 16 Likert type items for the 5th grade test, and 20 Likert type items for the other grade level tests. The cognitive items of the various tests emphasized different topics in social studies, namely, U.S. History (grade 5) Texas Studies (grade 7), American History I (grade 8), American History (grade 9 or 11), and Civics (grade 12).

Each instrument was reviewed by a panel of judges consisting of classroom teachers, Law in a Changing Society Staff, and university professors to determine the instruments' content validity, and readability. Estimates of internal consistency for each instrument were determined using the Kuder-Richardson 20 formula. These values ranged from .61 to .78 with the 5th grade test achieving the highest value.

DATA ANALYSIS AND FINDINGS

This section presents the findings of analyses of data collected from teachers and their pupils concerning Law-Focused Education during the 1975-76 academic year. Each evaluation question will be posed, answered and discussed, and documented with empirical evidence.

Evaluation Question 1

1. DO THE TEACHER TRAINING PROGRAMS INCREASE TEACHER KNOWLEDGE OF THE LAW AND OPERATIONS OF THE LAW?

Yes. Four of the five workshops evaluated contained program elements which emphasized knowledge acquisition of the law and operations of the law.

In each of these workshops, i.e., Houston, West Texas, Kilgore, Irving, increases between pretest and posttest performances of participants were noted. Three of the workshops yielded statistically significant knowledge gains by the participants, i.e., Houston, West Texas, and Kilgore. Table 1 summarizes the statistical tests for each of these treatments. Individual participant performances on pretests and posttest for each workshop and the workshop achievement instruments are provided in Table 1, Appendix A.

Statistical Analyses for Question 1

This evaluation question was statistacally analyzed using a t-test for correlated samples to compare pretest and posttest results for each treatment group. The results of the various t-tests are provided in Table 1.

Table 1

Means and Tests of Significance of
Workshop Participants on Cognitive Component

Workshop	Level	N	Pretest		Posttest		t-test	
			$\bar{X}$	S.D.	$\bar{X}$	S.D.	t	p
Houston Project	Elem./Jr.H.	59	15.31	3.94	16.74	4.31	3.35	.01
	Senior High	36	12.31	3.66	15.25	4.36	5.52	.001
West Texas Project	Elem./Jr.H.	74	14.40	4.16	17.63	3.81	8.26	.001
	Senior High	43	12.09	4.15	15.71	4.48	7.74	.001
Kilgore Project	Elementary	28	11.89	3.99	13.75	4.15	3.06	.01
Irving Project	Jr. High	28	17.88	3.88	19.11	3.32	1.25	N.S.

N = number of participants
$\bar{X}$ = pretest mean, posttest mean
S.D. = standard deviation
t-test = the difference method for correlated samples was used to calculate all t values

Significant t values for both Elem./Jr.High (t=3.35, p .01) and Senior High (t=5.52, p .001) for the Houston project followed by even more dramatic changes in West Texas, namely, Elem./Jr.High (t=8.26, p.001), Senior High (t=7.74, p .001), indicate all cognitive components of these workshops were very effective. Similarly, participants of workshops conducted at Kilgore and Irving demonstrated positive gains with the Kilgore gain being statistically significant (t=3.06, p .01).

Evaluation Question 2

2. DO THE TEACHER TRAINING PROGRAMS INCREASE THE TEACHER'S REPETOIRE OF INSTRUCTIONAL TECHNIQUES THAT ARE ACTUALLY USED IN THE CLASSROOM?

Yes. On May 19-20, nineteen teachers from the West Texas Project were interviewed. The teachers were nearly evenly distributed across grades 5, 7, 8, 9/11, and 12. Among other things the teachers were asked to answer the following question: "Which law-focused strategies and materials did you actually use during this past year? How extensive was the use?"

Analysis of the teacher self-reports indicate that teachers used a wide variety of instructional techniques and used them rather extensively. Among the most frequently mentioned techniques used were: simulation games; role playing; value clarification strategies, especially the continuum; case studies, mock trials and law-related resource people. Since these techniques were emphasized in the summer institute and since they are law-related and therefore not used by most teachers, we can conclude that the summer institute was very effective in promoting the use of various strategies.

It is reasonable to infer that the self-reports by teachers are fairly conservative. Since the question asked about the use of both techniques and materials, many teachers reported simply that they used all of the units or

selected units. Contained in the units are a large array of instructional strategies that were not individually identified by the teachers. Thus we can conclude that through the use of the law-related resource units, the summer institute was effective in bringing about extensive usage of a wide variety of instructional techniques as specially planned activities.

A complete report of paraphrased responses to the teacher interview question is provided in Appendix D.

In addition to the use of teacher interview, student interviews were also used to collect data for use in answering this question. Approximately 75 pupils, 25 from Houston and 50 from West Texas, were interviewed in December, 1975 and May, 1976 respectively. The students were nearly evenly distributed among grades 5, 7, 8, 9/11, and 12. Among other things, the students were asked how often special events such as mock trials, games, field trips, and visitors occurred in their classroom. Student reports indicated that such events did occur and reinforced the teacher reports.

A complete report of the student interview responses is contained in Appendix E.

Evaluation Question 3

3. DO PUPILS OF TEACHERS TRAINED IN THE SUMMER INSTITUTE HAVE MORE KNOWLEDGE OF THE LAW AND THE OPERATION OF THE LAW THAN PUPILS OF TEACHERS NOT TRAINED BY WORKSHOP PERSONNEL, BUT HAVING ACCESS TO LAW-FOCUSED INSTRUCTIONAL MATERIALS?

This evaluation question was answered by looking initially at the cognitive achievement data collectively across both the Houston project and the West Texas project; then examining each project separately. Overall, the difference between learners of E1 and E2 teachers was negligible.

An idea of the similarity of learner performance for teachers attending

the summer workshop (E1 teacher) and learner performance for teachers who used the law-focused materials but did not attend the workshop (E2 teacher) can be obtained by examining the descriptive statistics in Table 2. Appendix B provides class pretest and posttest means for each participating teacher who supplied complete data sets. In addition, Appendix B provides copies of the pupil evaluation instruments used to collect the achievement and attitude data.

Statistical Analysis for Pupil Outcomes

This evaluation question was statistically analyzed using an analysis of variance procedure with two independent variables, namely, teacher classification (E1, E2), location (Houston, West Texas), and one dependent variable, the cognitive gain scores. The results of this analysis is provided in Tables 2 and 3. The F value of .032 (p .858) resulting from this analysis clearly indicates the similarity of performance between the E1 and E2 teachers.

Table 2
Descriptive Statistics of Student Achievement
Data from E1 teachers and E2 Teachers

	Type	N	$\bar{X}$	S.D.	Low	High
Projects Combined	E1 Gain	22	3.14	2.20	-0.56	6.68
	E2 Gain	17	3.31	3.42	-0.67	11.62
Houston Project	E1 Gain	11	3.15	2.35	-0.56	6.41
	E2 Gain	7	3.43	3.48	0.15	9.67
West Texas Project	E1 Gain	11	3.14	2.16	0.24	6.68
	E2 Gain	10	3.22	3.56	-0.67	11.62

N = Number of classes
$\bar{X}$ = Numerical average of class means
S.D. = Standard deviation of class means
Low = Lowest class mean
High = Highest class mean

Table 3

Analysis of Variance on Cognitive Gains of
Learners by Project and Teacher Classification (E1,E2)

Source	DF	SS	MS	F Value	Prob. > F
Regression	1	.25	.254	.032	.858
Error	37	288.63	7.80	----	----
Total	38	288.88	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
Teacher Type	1	.254	.032	.858

Evaluation Question 4

4. DO PUPILS OF TEACHERS WHO UTILIZE THE LAW-FOCUSED INSTRUCTIONAL MATERIALS DEMONSTRATE GREATER KNOWLEDGE OF THE LAW AND LEGAL PROCESSES THAN PUPILS OF TEACHERS WHO DO NOT HAVE ACCESS TO SUCH MATERIALS?

Comparisons between learner cognitive data of E1, E2 and C teachers have revealed increased achievement for those learners who have access to the law-focused materials with respect to knowledge of the law and legal processes. Documentation of this finding is provided in Tables 4 and 5, and Appendix B.

Statistical Analysis for Question 4

This evaluation question was treated statistically with an analysis of variance procedure consisting of two independent variables [teacher type (E1, E2, C), location (Houston, West Texas)] and one dependent variable, namely, cognitive gain scores. Table 4 provides the descriptive values for learner achievement classified with respect to the independent variables.

Table 4

Descriptive Statistics of Student
Achievement Data from E1, E2 and C Teachers

	Type	N	$\bar{X}$	S.D.	Low	High
Projects Combined	Pre	22	6.43	1.41	4.25	8.95
	E1 Post	22	9.58	2.14	5.47	12.90
	Gain	22	3.14	2.20	-0.56	6.68
	Pre	17	6.04	1.24	4.00	8.53
	E2 Post	17	9.35	3.40	5.00	17.18
	Gain	17	3.31	3.42	-0.67	11.62
	Pre	17	6.83	1.48	4.93	10.15
	C Post	17	8.16	1.69	6.00	12.57
	Gain	17	1.33	1.90	-2.00	6.21
Houston Project	Pre	11	6.06	1.16	4.67	7.89
	E1 Post	11	9.21	2.40	5.47	12.61
	Gain	11	3.15	2.35	-0.56	6.41
	Pre	7	5.80	1.41	4.00	7.86
	E2 Post	7	9.23	3.39	5.00	14.75
	Gain	7	3.43	3.48	0.15	9.67
	Pre	6	7.75	1.86	6.04	10.15
	C Post	6	8.57	2.33	6.39	12.57
	Gain	6	0.82	2.86	-2.07	6.21
West Texas	Pre	11	6.80	1.59	4.25	8.95
	E1 Post	11	9.94	1.89	7.20	12.90
	Gain	11	3.14	2.16	0.24	6.68
	Pre	10	6.22	1.16	4.70	8.53
	E2 Post	10	9.44	3.58	5.78	17.18
	Gain	10	3.22	3.56	-0.67	11.62
	Pre	6	6.32	0.99	4.93	7.95
	C Post	6	7.94	1.31	6.00	9.92
	Gain	6	1.62	1.20	0.48	3.88

N = Number of classes

$\bar{X}$ = Numerical average of class means

S.D. = Standard deviation of class mean
Low = Lowest class mean
High = Highest class mean

Table 5 provides the results of the analysis of variance for these data. Using a gain score as the dependent variable is usually considered to be a conservative procedure, because of this observation, we can be reasonably sure that statistically significant differences indicate real world differences due to the treatments. In this analysis a statistically significant difference did exist between the class averages of learners grouped by teacher classification.

$$F = 3.24 (P\ .046)$$

Comparing the gain scores of the combined data in Table 4 reveals the differences are between the E1-C and E2-C classes. It is interesting to note, statistical differences did not result when learner achievement was compared between project location, i.e., Houston, West Texas, nor was there an interaction effect between project location and teacher classification.

Table 5
Analysis of Variance on Cognitive Gains of
Student by Project and Teacher Classification (E1, E2, C)

Source	DF	DD	MS	F Value of model	Prob. > F
Regression	5	44.63	8.93	1.30	0.28
Error	50	343.79	6.88	----	----
Total	55	388.42	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
Teacher Classification	2	44.621	3.24	0.046
Location	1	0.484	0.070	0.792
Teacher Classification X Location	2	2.295	0.167	0.848

Evaluation Question 5

5. DO THE PUPILS OF TEACHERS TRAINED BY THE PROGRAM DEVELOP MORE POSITIVE ATTITUDES TOWARD THE LAW AND LAW ENFORCEMENT THAN PUPILS OF TEACHERS WHO HAVE NOT PARTICIPATED IN A TRAINING PROGRAM NOR HAVE HAD ACCESS TO LAW-FOCUSED MATERIALS?

The answer to this question is a qualified yes. The comparisons of attitude change scores of learners grouped according to whether the teacher participated in the in-service program on law-focused education revealed positive change scores for E1 and E2 groups, with similar gains across all classes. This statement is empirically documented in Tables 6, 7, and Appendix B.

Statistical Analysis for Question 5

The statistical treatment of the data related to this question was a 3 X 4 analysis of variance procedure with three teacher classifications (E1, E2, C) and four grade levels (7, 8, 9, 12). This statistic was used to provide information to answer this question and subsequent questions on age of students and attitude toward the law. Class means of grade 5 learners were omitted from this analysis because the attitude instrument was not parallel to those used in grades 7, 8, 9, and 12. However, class means for grade 5 learners are reported in the descriptive statistics for evaluation question 6. Table 6 provides the descriptive statistics related to attitude change with respect to teacher classification. Appendix B (Table 6) provides pretreatment and posttreatment class means of pupil attitudes toward the law and law enforcement.

Table 6

Descriptive Statistics of Student
Attitude Data from E1, E2 and C Teachers

	Type	N	$\bar{X}$	S.D.	Low	High
Projects Combined	E1 Change	22	3.22	4.71	-4.06	13.27
	E2 Change	17	1.52	3.22	-5.86	6.86
	C Change	17	-1.00	3.32	-5.26	5.38
Houston Project	E1 Change	11	3.67	5.35	-4.06	13.27
	E2 Change	7	1.11	4.16	-5.86	6.86
	C Change	6	-2.28	2.49	-5.08	1.25
West Texas	E1 Change	11	2.77	4.19	-2.53	10.71
	E2 Change	10	1.81	2.59	-0.61	5.76
	C Change	11	-0.31	3.61	-5.26	5.38

N = Number of classes

$\bar{X}$ = Numerical average of class mean

S.D.= Standard deviation of class mean
Low = Lowest class mean
High = Highest class mean

Table 7 reports the analysis of variance procedure with the F value of 1.99 (P .162) as the pertinent information related to this evaluation question. This value is interpreted to mean there is a statistical difference between attitude changes of learners grouped by teacher participation in the law-focused education inservice program.

Table 7

Analysis of Variance on Attitude Change
of Learners by Teacher Classification and Age

Source	DF	SS	MS	F Value	Prob. > F
Regression	11	224.93	21.99	1.88	0.108
Error	19	221.86	11.68	----	----
Total	30	463.80	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
Teacher Classification	2	46.54	1.99	0.162
Grade	3	119.60	3.41	0.038
Teacher X Grade Classification	6	81.70	1.17	0.365

Evaluation Question 6

6. DOES THE AGE OF PUPILS AFFECT KNOWLEDGE GAIN AND ATTITUDE CHANGE TOWARD THE LAW, GIVEN CLASSROOM INSTRUCTION UTILIZING THE LAW-FOCUSED MATERIALS?

Age does affect both knowledge gain and attitude change toward the law based on the results of the data analysis conducted for this question. Confirmation of this statement is presented in the following section.

Statistical Analysis for Question 6

Cognitive gain scores and attitude change scores were the dependent variables treated with analysis of variance for this question, with the independent variable being the grade levels of pupils participating in this project. Table 8 provides a summary of the descriptive statistics, while Table 9 reports the analysis of variance for cognitive gains of learners and Table 10 summarizes the attitude changes of learners by grade level.

Analysis of the cognitive gains provided a significant F value ($F = 4.79$, $P .003$). This finding suggests achievement gain varies with respect to grade level. The greatest cognitive gain occurred with 5th grade classes (4.01), while the smallest increase was registered for 9th grade classes (0.41). A corresponding interpretation can be made for attitude change results with respect to grade level. The statistically significant F value (3.71, $P .02$) emphasizes the spread of attitude changes, namely, +3.25 (12th grade) to -1.78 (9th grade), that occurred in the Houston and West Texas projects.

Table 8

Descriptive Statistics of Student
Achievement and Attitude Change Data by Grade Level

	Grade		N	$\bar{X}$	S.D.	Low	High
Projects Combined	5th	Cog. Gain	25	4.01	3.13	2.07	11.62
		Attitude Change	25	2.46	4.41	-5.08	13.27
	7th	Cog. Gain	6	2.19	1.28	0.57	4.10
		Attitude Change	6	-0.68	4.36	-5.86	5.55
	8th	Cog. Gain	8	2.42	1.56	0.15	4.95
		Attitude Change	8	2.17	4.28	-2.60	11.18
	9th	Cog. Gain	10	0.41	1.27	-0.67	3.47
		Attitude Change	10	-1.78	2.24	-5.26	2.87
	12th	Cog. Gain	7	1.59	1.13	0.24	3.69
		Attitude Change	7	3.25	3.16	-0.58	7.76

N = Number of classes

$\bar{X}$ = Numerical average of class means

S.D. Standard deviation of class means

Low = Lowest class mean

High = Highest class mean

Table 9

Analysis of Variance on Cognitive Gains of Learners by Grade Level

Source	DF	SS	MS	F Value of Model	Prob. > F
Regression	4	106.02	26.51	4.79	.003
Error	51	282.39	5.54	----	----
Total	55	388.42	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
Grade	4	106.02	4.79	.003

Table 10

Analysis of Variance on Attitude Change of Learners by Grade Level

Source	DF	SS	MS	F Value of Model	Prob. > F
Regression	3	135.45	45.15	3.71	.02
Error	27	328.34	12.16	----	----
Total	30	463.80	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
Grade	3	135.45	3.71	.02

Evaluation Question 7

7. DOES THE SOCIO-ECONOMIC LEVEL OF THE SCHOOLS ATTENDANCE AREA AFFECT KNOWLEDGE GAIN AND ATTITUDE TOWARD THE LAW OF PUPILS IN THE LAW-FOCUSED EDUCATION PROGRAM?

Neither knowledge gain nor attitude change toward the law are affected by the SES level of the school according to the results of data analysis related to this evaluation question.

Statistical Analysis for Question 7

Analysis of variance was used to treat the data collected to answer this evaluation question. The independent variable, the social-economic level of the school, was determined by calculating the percentage of the school's enrollment who was from low-income families. The dependent variables were the cognitive gain scores of the students and the attitude change scores of students. Descriptive statistics for these dependent variables are reported in Table 11. The reduction in classes for all three SES levels for the attitude change scores is due to the deletion of 5th grade classes because of non-parallel instruments.

Table 12 summarizes the analysis of cognitive gain scores. With approximately .7 of a point separating the extreme gain means (High SES = 2.31, Middle SES = 2.64, Low SES = 3.09) it is not surprising that an F value of .307 (p .74) resulted.

Table 13 reports the F value of .604 (P .558) for the attitude change analysis. Only one of the three group means (High SES = -.07, Middle SES = 1.40, Low SES = -.33) reflected a positive shift, although all three means are less than two points apart.

Table 11

Descriptive Statistics of Student Achievement and Attitude Change Data by Social Economic Level of School

SES	Dep. Var.	N	$\bar{X}$	S.D.	Low	High
High	Cognitive Pre	17	7.28	1.13	6.05	10.15
	Cognitive Post	17	9.59	2.17	5.89	13.16
	Cognitive Gain	17	2.31	2.34	-0.56	6.65
	Attitude Pre	10	66.67	3.66	61.00	73.05
	Attitude Post	10	66.60	4.96	59.33	72.22
	Attitude Change	10	- 0.07	3.54	- 5.86	5.55
Middle	Cognitive Pre	26	5.97	1.03	4.00	7.86
	Cognitive Post	26	8.61	2.59	5.00	17.18
	Cognitive Gain	26	2.64	2.67	-0.67	11.62
	Attitude Pre	15	65.93	2.96	59.83	71.17
	Attitude Post	15	67.33	5.06	56.73	73.18
	Attitude Change	15	1.40	4.56	- 5.26	11.18
Low	Cognitive Pre	13	6.26	1.87	4.25	10.07
	Cognitive Post	13	9.35	2.79	5.50	14.75
	Cognitive Gain	13	3.09	3.24	- 2.07	9.67
	Attitude Pre	6	65.79	4.85	60.55	73.00
	Attitude Post	6	65.46	4.68	59.20	73.06
	Attitude Change	6	- 0.33	2.85	- 5.00	2.47

N = Number of classes

$\bar{X}$ = Mean of class means

S.D. = Standard deviation

Low = Lowest class average

High = Highest class average

Table 12

Analysis of Variance on
Cognitive Gains of Students by SES

Source	DF	SS	MS	F Value	Prob. > F
Regression	2	4.45	2.22	0.307	0.74
Error	53	383.97	7.24	----	----
Total	55	388.42	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
SES	2	4.45	0.307	0.74

Table 13

Analysis of Variance on Attitude
Change of Students Grouped by SES

Source	DF	SS	MS	F Value	Prob. > F
Regression	2	19.19	9.59	0.604	0.558
Error	28	444.61	15.88	----	----
Total	30	463.80	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
SES	2	19.19	0.604	0.558

Evaluation Question 8

8. DOES THE RELATIVE SIZE OF THE CITY AFFECT THE ATTITUDES OF PUPILS TOWARD THE LAW AND LAW ENFORCEMENT GIVEN INSTRUCTION USING LAW-FOCUSED MATERIALS?

Although this question addresses only attitude changes with respect to city size, an additional comparison was made with respect to cognitive gain of pupils in the two projects. The results from both analyses revealed no differences between pupils of Houston and Midland-Odessa with respect to attitude changes and cognitive gains about the law and law enforcement.

Statistical Analysis for Question 8

Analysis of variance was employed to compare attitude change and cognitive gain by city. Descriptive statistics on attitude change and cognitive gain scores are reported in Table 14. The summaries of the analysis of variance procedures are reported in Tables 15 and 5. The most significant observation from these analyses is the similarity of values for both cognitive gain and attitude change from the two project sites.

Table 14

Desriptive Statistics of Attitude Change
and Cognitive Gain by Students Grouped by Project

City	Data	N	$\bar{X}$	S.D.	Low	High
Houston	Attitude Change	24	1.43	4.93	-5.86	13.27
	Cognitive Gain	24	2.65	2.92	-2.07	9.67
West Texas	Attitude Change	32	1.41	3.68	-5.26	10.71
	Cognitive Gain	32	2.64	2.49	-0.67	11.62

Table 15

Analysis of Variance of Attitude Change of Students by Project

Source	DF	SS	MS	F Value	Prob. > F
Regression	1	0.94	0.94	.059	.810
Error	29	462.86	15.96	----	----
Total	30	463.80	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
Project	1	.94	.059	.810

(Portion of Table 5 - repeated)

Analysis of Variance on Cognitive Gain of Students by Project

Source	DF	Partial SS	F Value	Prob. > F
Project	1	.484	.07	.792

Evaluation Question 9

9. DO THE TEACHER TRAINING PROGRAMS INCREASE TEACHER'S ATTITUDES TOWARD THE LAW, LEGAL PROCEDURES, AND LAW ENFORCEMENT?

The result of analyses related to this evaluation question have been equivocal . . . One of the five workshops (West Texas) produced a positive shift in participant attitudes toward the law and different instructional practices. Another workshop (Dallas) produced a positive shift toward different instructional practices, but the remaining workshops (Houston, Irving, Kilgore) failed to produce positive attitude shifts toward either the law or toward alternate instructional techniques. Documentation of these observations are reported in Table 16 and Appendix C.

Statistical Analysis for Question 9

Sign tests were used to analyze the various data sets collected from the five workshops. Table 16 provides the number of positive and negative shifts for each workshop. Appendix C provides group means (pretest and posttest), and signs for each item on the instrument administered in each workshop.

Table 16

Sign Tests for Attitude Components of Law-Focused Workshops

Location	Level	Number of Positive Shifts	Number of Negative Shifts	Sign Test P level
Houston	Elem/Jr.High	10	10	N.S.
	Sr. High	9	11	N.S.
West Texas	Elem/Jr.High	15	5	.021
	Sr. High	17	3	.001
Kilgore	Elementary	8	12	N.S.
Irving	Jr. High	5	15	N.S.
Dallas	Total Score	22	23	N.S.
	Instructional Items	14	6	.05
	Law related Items	8	17	N.S.

Evaluation Question 10

10. DO TEACHERS CONTINUE TO GAIN KNOWLEDGE AND INCREASE POSITIVE ATTITUDES AS A RESULT OF WORKING WITH MATERIALS, NEW STRATEGIES, AND RESOURCE PERSONS DURING THE SCHOOL YEAR?

No; slight increases in knowledge scores for E1 and E2 teachers were noted, but these changes were not statistically significant. Minimal changes in attitudes occurred with E1 and E2 teachers during the year; with slightly positive shifts occurring with the Houston teachers and negative shifts occurring with Midland-Odessa teachers. As with the knowledge scores, these attitude changes were not great enough to be statistically significant. Documentation of these findings are reported in Tables 17, 18, and 19.

Statistical Analysis for Question 10

Analysis of variance was used to analyze the descriptive data summarized in Table 17. Attitude and cognitive data collected at the conclusion of the summer workshops (1975) for E1 teachers and at the beginning of the fall term for E2 teachers were subtracted from attitude and cognitive data collected at the conclusion of the 1975-76 academic year. The independent variable for the respective analyses was the teacher classification while the attitude change scores and cognitive gain scores were the dependent variables. Results of this analysis are reported in Tables 18 and 19. F values of .53 (P .47) for the cognitive gains and .86 (P .36) for the attitude change scores clearly indicate the constant state of the teachers' attitudes toward the law and knowledge of the law as measured by the instruments used in this project.

Table 17

Descriptive Statistics of Teacher
Knowledge of the Law and Attitudes toward the Law

	Type	N	Cognitive Gain $\bar{X}$	Cognitive Gain S.D.	Attitide Change $\bar{X}$	Attitide Change S.D.
Projects Combined	E1	14	2.21	3.47	-3.14	6.42
	E2	12	1.17	3.86	-0.92	5.73
Houston Project	E1	5	3.00	2.55	1.00	2.24
	E2	2	-2.00	1.41	1.00	1.41
West Texas Project	E1	9	1.78	3.96	-5.44	6.91
	E2	10	1.80	3.91	-1.30	6.24

Attrition of teacher tests was substantial, namely 29 teachers from Houston and 5 teachers from West Texas. This reduction of data reduces the generalizations that can be made from the inferential tests reported in the following tables.

Table 18

Analysis of Variance on Cognitive Gains
of Teachers by Teacher Classification (E1, E2)

Source	DF	SS	MS	F Value	Prob. > F
Regression	1	7.09	7.09	0.53	0.47
Error	24	320.02	13.33	----	----
Total	25	327.12	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
Teacher Type	1	7.09	0.53	0.47

Table 19

Analysis of Variance of Attitude Change
of Teachers by Teacher Classification (E1, E2)

Source	DF	SS	MS	F Value	Prob. > F
Regression	1	32.02	32.02	0.86	0.36
Error	24	896.63	37.36	----	----
Total	25	928.65	----	----	----

Source	DF	Partial SS	F Value	Prob. > F
Teacher Type	1	32.02	0.86	0.36

EDUCATIONAL IMPLICATIONS

Given the answers to the ten evaluation questions and the documentation to verify each answer, discussions of program strengths and weaknesses may ensue based on empirical data. Because decision making is beyond the province of external evaluators, the following items are offered only to encourage the consideration of educational implications emanating from this evaluation.

1. Teacher growth with respect to the law and law enforcement positively affects the cognitive achievement of learners with respect to the law and law enforcement.

2. The "buddy-teacher" training model for implementing a law-focused program is functional and efficient.

3. The law-focused materials and program produce greater cognitive changes in younger learners.

4. The law-focused materials have general utility regardless of school location and economic level of students being instructed.

APPENDIX A

Table 20

HOUSTON ELEMENTARY-JUNIOR HIGH TEACHERS - WORKSHOP RESULTS

Cognitive Scores (Pretest, Posttest.Difference)

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
1	14	16	+2
2	13	--	--
3	21	22	+1
4	15	6	-9
5	22	22	0
6	12	16	+4
7	20	19	+2
8	17	19	-1
9	20	22	+2
10	18	17	-1
11	9	7	-2
12	10	12	+2
13	18	22	+4
14	19	17	-2
15	12	16	+4
16	12	12	0
17	18	21	+3
18	18	20	+2
19	14	9	-5
20	19		
21	23	24	+1
22	9	19	+10
23	20	19	-1
24	15	19	+4
25	13	17	+4
26	18	19	+1
27	19	19	0
28	13	15	+2
29	14	19	+5
30	11	18	+7

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
31	11	10	-1
32	18	18	0
33	12	11	-1
34	11	9	-2
35	15	15	0
36	8	11	+3
37	22	22	0
38	15	16	+1
39	14	16	+2
40	14	12	-2
41	18	19	+1
42	16	19	+3
43	16	22	+6
44	11	15	+4
45	18	16	-2
46	16	22	+6
47	18	16	-2
48	21	24	+3
49	21	22	+1
50	11	17	+6
51	19	16	-3
52	13	11	-2
53	12	13	+1
54	9	--	--
55	10	16	+6
56	16	17	+1
57	19	23	+4
58	14	21	+7
59	9	12	+3

Table 21

HOUSTON SECONDARY TEACHERS - WORKSHOP RESULTS

Cognitive Scores (Pretest, Posttest Difference)

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
1	6	10	+4
2	16	20	+4
3	9	12	+3
4	19	14	+4
5	21	22	+1
6	13	12	-1
7	7	5	-2
8	4	8	+4
9	13	16	+3
10	12	15	+3
11		17	
12	13	18	+5
13	12	9	-3
14	13	12	-1
15	10	14	+4
16	9	12	+3
17	9	11	+2
18	15	21	+6
19	11	18	+7
20	17	21	+4
21	11	16	+5
22	11	18	+5
23	13	16	+3
24	13	21	+8
25	9	17	+8
26	16	15	-1
27	16	21	+5
28	16	19	+3
29	11	14	+3
30	12	13	+1

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
31	13	15	+2
32	13	14	+1
33	18	21	+3
34	12	7	-5
35	9	15	+6
36	20	20	0
37	10	--	--

Table 22

WEST TEXAS ELEMENTARY-JUNIOR HIGH TEACHERS - WORKSHOP RESULTS

Cognitive Scores (Pretest, Posttest Difference)

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
1	14	19	+5
2	18	20	+2
3	14	17	+3
4	13	11	-2
5	14	--	--
6	13	16	+3
7	16	20	+4
8	23	21	-2
9	23	25	+2
10	15	21	+6
11	11	14	+3
12	20	23	+3
13	20	18	-2
14	19	23	+4
15	11	16	+5
16	16	18	+2
17	12	15	+3
18	19	21	+2
19	11	17	+6
20	11	19	+8
21	16	16	0
22	16	18	+2
23	14	21	+7
24	6	16	+10
25	13	16	+3
26	21	20	-1
27	2	13	+11
28	15	20	+5
29	18	20	+2
30	17	20	+3

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
31	10	19	+9
32	12	19	+7
33	11	14	+3
34	14	18	+4
35	15	18	+3
36	12	16	+4
37	9	21	+12
38	24	24	0
39	20	19	-1
40	10	16	+6
41	15	8	+7
42	22	19	-3
43	18	23	+5
44	14	17	+3
45	14	20	+6
46	--	11	--
47	9	14	+5
48	12	12	0
49	15	17	+2
50	11	13	+2
51	11	15	+4
52	16	17	+1
53	19	21	+2
54	10	18	+8
55	16	17	+1
56	10	12	+2
57	6	21	+15
58	14	15	+1
59	19	21	+2
60	15	20	+5

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
61	17	20	+3
62	17	21	+4
63	14	19	+5
64	9	5	-4
65	16	19	+3
66	12	14	+2
67	13	18	+5
68	13	16	+3
69	10	22	+12
70	15	23	+8
71	11	8	-3
72	20	20	0
73	16	17	+1
74	14	16	+2

Table 23

WEST TEXAS SECONDARY TEACHERS - WORKSHOP RESULTS

Cognitive Scores (Pretest, Posttest Difference)

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
1	6	8	+2
2	10	14	+4
3	10	16	+6
4	17	18	+1
5	13	19	+6
6	16	15	-1
7	9	13	+4
8	8	11	+3
9	18	20	+2
10	18	20	+2
11	16	17	+1
12	11	16	+5
13	16	21	+5
14	7	7	0
15	7	15	+8
16	10	11	+1
17	13	16	+3
18	10	--	--
19	14	20	+6
20	13	21	+8
21	12	14	+2
22	11	10	-1
23	9	12	+3
24	9	17	+8
25	13	--	--
26	20	21	+1
27	13	14	+1
28	6	12	+6
29	7	14	+7
30	10	19	+9

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
31	4	5	+1
32	5	10	+5
33	12	19	+7
34	16	20	+4
35	15	22	+7
36	16	24	+8
37	18	21	+3
38	13	20	+7
39	13	14	+1
40	11	14	+3
41	21	19	-2
42	15	14	-1
43	9	11	+2

Table 24

KILGORE ELEMENTARY-JUNIOR HIGH TEACHERS - WORKSHOP RESULTS

Cognitive Results (Pretest, Posttest Difference)

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
1	11	11	0
2	15	17	+2
3	14	15	+1
4	9	18	+9
5	9	7	-2
6	8	10	+2
7	13	16	+3
8	10	11	+1
9	12	21	+9
10	15	13	-2
11	14	19	+5
12	13	15	+2
13	16	16	0
14	10	13	+3
15	21	21	0
16	15	15	+1
17	7	14	+7
18	9	12	+3
19	9	7	-2
20	5	10	+5
21	9	7	-2
22	7	12	+5
23	7	8	+1
24	12	11	-1
25	21	22	+1
26	18	14	-4
27	12	13	+1
28	12	17	+5

Table 25

IRVING ELEMENTARY-JUNIOR HIGH TEACHERS - WORKSHOP RESULTS

Cognitive Results (Pretest, Posttest Difference)

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
1	14	15	-1
2	20	20	0
3	18	22	+4
4	18	--	--
5	19	18	-1
6	17	17	0
7	17	--	--
8	22	19	-3
9	21	29	-1
10	15	18	+3
11	21	22	+1
12	21	--	--
13	22	20	-2
14	12	13	+1
15	14	12	-2
16	22	22	0
17	19	22	+3
18	23	19	-4
19	9	--	--
20	19	19	0
21	14	16	+2
22	21	18	-3
23	14	19	+5
24	22	22	0
25	16	21	+5
26	15	16	+1
27	19	20	+1
28	21	--	--

IRVING ELEMENTARY-JUNIOR HIGH TEACHERS - COGNITIVE COMPONENT

Teacher	Pretest Raw Score (X_1)	Posttest Raw Score (X_2)	ΔX X_2-X_1
29	21	21	0
30	21	--	--
31	14	17	+3
32	7	--	--
33	21	--	--
34	19	20	+1

Teacher Test - Grades 5, 7, and 8

Law Focused Education Workshop

Directions:

An optical scan sheet has been provided for you to indicate your answer choices and attitude preferences on. We have found that machine scoring of participant responses enhances both the accuracy and efficiency of evaluating the workshop.

Using a number 2 pencil, please complete the portions on the answer sheet designated for your name and social security number.

This assessment instrument contains twenty-five multiple choice items to measure particpant knowledge of the law. In addition, twenty Likert-type items to measure attitudes of participants toward the law and instructional processes addressed in this workshop have been included.

Please respond to the twenty attitude items (items 1-20), by providing your feelings about each statement. The scale for responding to each attitude item is:

A - strongly agree
B - agree
C - undecided
D - disagree
E - strongly disagree

179. Most felons get-off too easily in criminal courts.

answer sheet 179. (A) (B) (C) (D) (E)

Strongly agree	A
Agree	B
Undecided	C
Disagree	D
Strongly disagree	E

Please respond to the twnety-five items (21-45), by filling in the letter on the answer sheet that corresponds to your answer.

Example:

180. The color of a ripe apple is _____

A. Red
B. Blue
C. Green
D. White

answer sheet 180. (A) (B) (C) (D) (E)

No portion of this instrument can be used without the consent of Law Focused Education, Inc.

Scale for items

A = Strongly agree
B = Agree
C = Undecided
D = Disagree
E = Strongly disagree

Attitude Items on Instructional Process

1. Value clarification exercises take up an excessive amount of class time for the student learning that is usually realized from such activities.

2. Although simulation games are time consuming they should still be used because of their positive outcomes.

3. The collage is an interesting diversion for students but it is likely to produce little cognitive or affective learning.

4. Teachers should refrain from expressing their personal values to their students.

5. The use of a case study to examine the tenets of the First Amendment allows for more substantive thought by students than listening to a teacher lecture on the subject.

6. Educational games promote a greater understanding of concepts than a simple question and answer activity conducted by the teacher.

7. There are certain important facts that students should memorize even if they do not understand them at the time.

8. Teachers should spend the major portion of a class session personally providing information.

9. Student attitudes toward learning are more important than the amount of knowledge gained.

10. A teacher should respect whatever a student values, even if the values are directly opposed to those held by the teacher.

Attitude Items Toward The Law

Please respond to the following items as attitude items, not content items.

11. Known trouble makers in a community should be prevented from holding public meetings.

12. If a person refuses to defend himself in court it probably means he has something to hide.

13. The government should stop known communist supporters from speaking at public meetings including those sponsored by schools.

14. Police should have the right to use any necessary means to capture criminals.

15. If a policeman catches a person in the act of stealing a car, the person should be made to forfeit the right to a trial by jury.

Scale for items

A = Strongly agree
B = Agree
C = Undecided
D = Disagree
E = Strongly disagree

---

16. An attorney who defends a client whom he knows to be guilty is unethical.

17. Police should have the right to search the house of a known criminal either with or without a warrant.

18. Since the courts have become so overcrowded, civil cases should be handled by a judge without a jury in order to insure a speedy trial.

19. The Bill of Rights was probably a good idea in the late 1700's but it gives law breakers too much freedom today.

20. The courts should not interfere with the right of police to use necessary means to punish criminals.

Grades 5, 7, and 8

Content Items for Law Workshop

Please do not mark answers on test. Indicate the letter of the best answer on the answer sheet provided.

21. A policeman does not need to have a warrant for the arrest of a person he seeks to apprehend if:

a. the offense is committed in his presence
b. the offense is a violent crime
c. the offense is committed on government property
d. all of the above

22. The body that has the power to impeach a government official is the:

a. Senate
b. House of Representatives
c. Congress
d. Attorney General

23. Separation of powers is a principle of government in which:

a. a single branch of government does not have complete control of the government
b. the state governments are separate from the national government
c. the people and the states have separate rights
d. all powers not delegated to the government are held separate for the people

24. A man is convicted of a crime, but makes an appeal. This means that:

a. he makes formal statement for reconsideration to the judge who sentenced him
b. he asks a judge in a higher court to decide whether a mistake was made in his trial
c. he asks that a new jury be appointed in the case since the present one is prejudiced
d. he pleads for leniency

25. According to English common law:

a. men and women had equal property rights
b. the property rights of men were inferior to those of women
c. a married woman's property belonged to her husband
d. a married woman could own property

26. The significance of the Brown v. Board of Education of Topeka decision was that it:

a. freed schools from federal control
b. struck down the "separate but equal" doctrine
c. called for immediate busing to achieve racial balance
d. brought a quick end to all types of segregation

27. Laws exist in:

a. all societies
b. most societies
c. all advanced societies
d. all but the most primitive societies

28. Congress can expand its constitutional powers by:

a. reorganizing its committee structure
b. using the "necessary and proper" clause to pass laws
c. negotiating and approving treaties with foreign governments
d. creating and implementing a system for choosing candidates for office

29. The power of judicial review helps the U.S. Supreme Court to interpret the Constitution by:

a. allowing the judges to declare acts of Congress unconstitutional
b. giving the judges the right to use the elastic clause to meet the needs of a changing society
c. giving the judges the right to reconsider their past decisions
d. permitting the judges to review decisions of lower courts

30. The U.S. Supreme Court ruling in the case of Plessy v. Ferguson was significant because it:

a. continued the idea of the separation of the races
b. outlawed the segregation of the races
c. implemented school busing programs
d. struck down the Chinese Exclusion Act

31. The Fifteenth Amendment gave suffrage to:

a. male citizens, regardless of race, and not to women
b. only male citizens who had not been slaves
c. all blacks
d. all members of minority groups

32. The constitutional amendment that has been most important in defining U.S. citizenship and the rights of citizens is the:

a. first
b. fifth
c. fourteenth
d. eighteenth

33. What is the purpose of appellate courts?

a. to handle cases which are not clearly either criminal or civil
b. to decide the facts of an especially difficult case
c. to decide if individuals rights were violated
d. to handle overload from other courts

34. If a person physically resists a police officer during an arrest, the officer

a. can legally use any and all means necessary to subdue the person
b. can legally use any and all means except shoot the person
c. can legally use any and all means except his gun or club
d. cannot legally use any physical violence that will harm the offender

35. Habeas Corpus is best defined as:

a. a demand to produce the body of a murder victim
b. an appeal to court to free a man from jail if he is locked up illegally
c. a trial of a person accused of murder in which the body of the victim has not been recovered
d. protection through the courts against unlawful personal searches

36. If a police officer without a search warrant searches the apartment of a suspected drug pusher and finds dangerous drugs:

a. the police officer can be charged with theft
b. the suspected criminal cannot be arrested
c. the drugs found cannot be used as evidence in court
d. the person must be informed of his constitutional rights before the search

37. A judge will usually grant a search warrant to the police

a. only when the police make a formal written request for a warrant
b. only when the police have a good reason for their suspicion
c. only when the police have proof of illegal goods in the place to be searched
d. only after the chief of police advises that a warrant is necessary

38. You would not find a jury if you were involved in a case before:

a. a Civil Court
b. a Criminal Court
c. a Federal District Court
d. a Federal Appeals Court

39. The case of a person charged with selling narcotics would be sent to:

a. Civil court
b. Commercial court
c. Criminal court
d. Pro se court

40. The trend in contemporary methods for corrections is toward:

a. longer sentences for more serious crimes
b. prisons with improved physical facilities
c. community based corrections
d. substituting psychologists for probation officers

41. The issue of equality under the law is best illustrated by the case of:

a. Schenck v. United States
b. Marbury v. Madison
c. Plessy v. Ferguson
d. Minor v. Happersett

42. The issue of justice under the law is best illustrated by the case of:

a. New York Times v. Sullivan
b. McCulloch v. Maryland
c. Brown v. Board of Education of Topeka
d. Gideon v. Wainright

43. Due process can best be defined as:

a. a guarantee of fundamental fairness
b. full and free access to the judicial system
c. guarantee of review by the Supreme Court in felony cases
d. guarantee of a full explanation of the trial process before it begins

44. Appellate court judges do all of the following except:

a. review the written record of previous trial proceedings
b. read briefs, or written arguments, presented by attorney for both sides
c. listen in court to oral arguments by attorneys for both sides
d. instructs the jury on what principles of law apply to the facts they have heard

45. An order for a change of venue for a person charged with rape would permit:

a. the trial to be moved to another state if the defendant's life is in danger
b. the trial to be moved to another state if the mass media has influenced the general public
c. the trial to be moved to another state if the mass media has influenced the jury
d. none of the above

Teacher Test - Grades 9, 11, and 12

Law Focused Education Workshop

Directions:

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B - agree
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D - disagree
E - strongly disagree

179. Most felons get-off too easily in criminal courts.

answer sheet 179. (A) (B) (C) (D) (E)

Strongly agree	A
Agree	B
Undecided	C
Disagree	D
Strongly disagree	E

Please respond to the twnety-five items (21-45), by filling in the letter on the answer sheet that corresponds to your answer.

Example:

180. The color of a ripe apple is _____

A. Red
B. Blue
C. Green
D. White

answer sheet 180. (A) (B) (C) (D) (E)

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Scale for items

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B = Agree
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E = Strongly disagree

Attitude Items on Instructional Process

1. Value clarification exercises take up an excessive amount of class time for the student learning that is usually realized from such activities.

2. Although simulation games are time consuming they should still be used because of their positive outcomes.

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8. Teachers should spend the major portion of a class session personally providing information.

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E = Strongly disagree

---

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17. Police should have the right to search the house of a known criminal either with or without a warrant.

18. Since the courts have become so overcrowded, civil cases should be handled by a judge without a jury in order to insure a speedy trial.

19. The Bill of Rights was probably a good idea in the late 1700's but it gives law breakers too much freedom today.

20. The courts should not interfere with the right of police to use necessary means to punish criminals.

Content Items for Law Workshop

Grades 9, 11, 12

Please do not mark answers on the test. Indicate the letter of the best answer on the answer sheet provided.

21. The issue of justice under the law is best illustrated by the case of:

a. Plessy v. Ferguson
b. New York Times v. Sullivan
c. McCulloch v. Maryland
d. Gideon v. Wainwright

22. If a newspaper publishes something untrue about an individual, the paper is clearly guilty of:

a. libel
b. slander
c. lying
d. none of the above

23. If a person physically resists a police officer during an arrest, the officer:

a. can legally use any and all means necessary to subdue the person
b. can legally use any means except shoot the person
c. can legally use any means except his gun or club
d. cannot legally use any physical violence in return

24. The Bill of Rights was intended to:

a. protect the rights of the individual against state governments
b. protect the rights of the individual against the federal government
c. protect the rights of the individual against both state and federal governments
d. none of the above

25. If a police officer without a search warrant searches the apartment of a suspected drug pusher and finds dangerous drugs:

a. the police officer can be charged with theft
b. the suspected criminal cannot be arrested
c. the drugs found cannot be used as evidence in court
d. the person must be informed of his constitutional rights before the search

26. A judge will usually grant a search warrant to the police

a. when the police make a formal written request for a warrant
b. only when the police have a good reason for their suspicion
c. only when the police have proof of illegal goods in the place to be searched
d. only after the chief of police advises that a warrant is necessary

27. Habeas Corpus is best defined as:

a. a demand to produce the body of a murder victim
b. an appeal to court to free a man from jail if he is locked up illegally
c. a trial of a person accused of murder in which the body of the victim has not been recovered
d. protection through the courts against unlawful searches

28. Laws exist in:

a. all societies
b. most societies
c. all advanced societies
d. all but the most primitive societies

29. Which of the following was held by the Supreme Court to be a reasonable search and seizure:

a. pumping a suspect's stomach
b. taking blood from an unconscious suspect
c. searching a suspect's house without a warrant after arresting the person on the street in front of the house
d. searching a house with a warrant which does not tell what is to be seized

30. The Supreme Court has most recently interpreted the Fifth Amendment's guarantee against self imcrimination as:

a. applying only in the federal courts
b. applying to the state courts as well as the federal courts
c. not applying in misdemeanor cases
d. not subject to waiver by an accused person

31. Which of the following is not cruel and unusual punishment according to past Supreme Court rulings:

a. to subject one convicted of murder to electrocution after an accidental failure of equipment had rendered a previous attempt unsuccessful
b. a fine and imprisonment of from twelve to twenty years for entering a known false statement in a public record
c. punishment of a person for addiction to narcotics
d. torture of a person convicted of a terrible crime

32. When the rights of free press and fair trial have come into conflict the Supreme Court rulings have resulted in:

a. avoidance of a decision in the conflict
b. more protection of free press
c. more protection of fair trial
d. application of the clear and present danger test

33. The Supreme Court's "one person, one vote" ruling was of greatest benefit to:

a. Blacks
b. people living in rural areas
c. supporters of minority political parties
d. people living in urban areas

34. Which of the following will happen if the Texas State Legislature passes a law that conflicts with a section of the U.S. Constitution?

a. The Texas law must give way to the federal law
b. The Texas law will stand since a state has the right to make its own laws
c. The U.S. Supreme Court will arbitrate a compromise between the state and federal governments
d. Nothing will happen unless the law is challenged in court by someone with standing to sue

35. The power of judicial review helps the U.S. Supreme Court to interpret the Constitution by:

a. allowing the judges the right to use the elastic clause to meet the needs of a changing society
b. giving the judges the right to reconsider their past decisions
c. allowing the judges to declare acts of Congress unconstitutional
d. permitting the judges to review decisions of lower courts

36. Mapp v. Ohio is a landmark case because it:

a. extended the exclusionary rule to state courts
b. guaranteed the right of the accused person to confront witnesses against them
c. required states to provide lawyers for poor accused persons
d. outlawed wiretapping without a special Department of Justice permit

37. The "preferred position" doctrine refers to the assumption:

a. that laws passed by congress are constitutional
b. that the Chief Justice should assign the writing of majority opinions
c. of the importance of First Amendment guarantees
d. that the Congress and Supreme Court are responsible to the chief executive

38. The result of the case of Youngstown Sheet and Tube Company v. Sawyer was that:

a. congressional power was checked
b. presidential power was checked
c. state power was checked
d. corporate power was checked

39. All of the following are a part of the contemporary standards for determining obscenity except:

a. the work must be taken as a whole
b. the standards of the whole nation must be considered rather than those of an isolated community
c. the work must be without serious literary, artistic, political, or scientific value
d. sex and obscenity should not be considered synonymous

40. Which of the following has not been required by the Supreme Court in juvenile trials?

a. The right to an attorney
b. The right to confront witnesses
c. The right to notice of charges
d. The right to trial by jury

41. The trend in contemporary methods of correction is toward:

a. longer sentences for more severe crimes
b. building prisons with improved physical facilities
c. community based corrections
d. replacing probation officers with psychologists

42. All of the following reflect the principle of federalism except:

    a. the electoral college
    b. the necessary and proper clause
    c. the process for Constitutional amendment
    d. the principle of reserved powers

43. All of the following are included in the Miranda Warning except:

    a. the right to have an attorney present during questioning
    b. the right to confront witnesses against you
    c. the right to remain silent
    d. the right to have an attorney appointed if you cannot afford one

44. The Supreme Court has indicated that a person must surrender his U.S. citizenship if he:

    a. deserts the armed forces in time of war
    b. leaves the country to avoid military service
    c. votes in a foreign election
    d. none of the above

45. The issue of equality under the law is best illustrated by the case of:

    a. Schenck v. United States
    b. Frontiero v. Richardson
    c. Marbury v. Madison
    d. Reynolds v. United States

APPENDIX B

Table 26

Cognitive and Attitude Class
Means of Pupil Performance by Teacher

Teacher	(N)	Cognitive Score				Attitude Score			
		Pretest		Posttest		Pretest		Posttest	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	31	6.90	3.56	10.59	3.01	67.06	8.39	72.22	6.43
3	18	7.61	2.28	7.05	2.21	66.61	7.01	62.55	11.20
8	21	6.95	1.99	7.95	2.11	65.19	7.95	59.33	7.07
10	28	7.89	1.95	11.00	2.88	44.82	6.04	47.37	5.80
11	23	6.74	2.18	10.33	2.71	40.61	5.38	40.75	6.22
12	15	6.93	2.76	8.13	3.07	40.20	6.38	35.40	5.74
13	25	6.96	2.26	9.08	2.10	64.32	6.35	72.08	5.61
18	22	5.14	1.83	10.09	2.71	61.95	7.79	73.14	6.64
20	29	7.86	3.10	9.97	2.80	68.45	5.72	67.17	6.61
22	22	4.77	1.69	11.18	2.61	39.04	3.84	53.32	3.94
23	15	4.67	1.59	5.47	2.07	42.87	7.85	43.47	7.65
24	18	5.61	1.38	11.12	2.85	37.22	6.57	38.94	7.33
25	7	4.00	1.29	5.00	1.91	36.29	8.48	43.14	5.15
27	28	6.38	2.21	12.57	2.66	49.00	5.67	50.25	5.82
30	9	5.44	1.13	6.80	2.25	61.44	6.63	59.20	11.25
33	20	5.10	2.22	6.35	2.23	64.65	6.79	65.25	6.38
34	20	5.35	2.01	5.50	1.67	60.55	6.69	62.70	7.09
36	25	6.60	3.07	12.61	3.10	41.60	5.87	45.39	11.17
37	13	5.08	2.20	14.75	3.89	48.77	5.92	49.58	8.65
38	20	4.60	2.35	11.10	3.35	35.60	5.68	40.52	6.23
40	15	10.07	2.55	8.00	2.08	39.00	7.54	33.92	5.41
45	20	10.15	2.25	9.85	2.76	73.05	6.75	71.80	6.69
46	22	6.05	1.84	6.50	2.11	40.77	6.60	40.09	7.96
47	24	6.96	2.10	6.39	2.81	59.83	5.74	56.74	7.33
62	17	7.23	2.39	8.76	3.03	67.41	5.01	73.18	4.35
63	18	7.61	2.50	8.17	1.82	66.83	11.16	70.33	7.55
64	23	6.70	1.92	7.20	2.25	71.17	5.19	68.64	5.31
65	18	6.44	1.82	5.78	3.49	63.61	6.25	63.17	6.10

Table 26 Continued

Cognitive and Attitude Class
Means of Pupil Performance by Teacher

Teacher	(N)	Cognitive Score				Attitude Score			
		Pretest		Posttest		Pretest		Posttest	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
66	19	5.26	2.05	6.05	1.90	62.74	7.01	57.47	6.48
67	16	7.81	2.26	9.47	2.61	67.56	5.89	68.67	4.70
68	20	8.95	2.33	9.19	2.06	69.85	6.57	69.90	8.35
69	19	7.37	1.86	8.74	2.10	66.79	5.01	66.21	5.15
70	17	6.71	3.00	10.18	1.78	69.41	6.45	68.24	8.64
71	18	6.28	1.78	5.89	2.22	61.67	8.42	61.06	10.32
72	23	5.52	2.43	6.00	2.17	66.09	7.94	68.96	5.86
73	13	6.77	1.54	8.40	2.16	69.00	5.24	69.33	4.17
74	20	4.70	1.87	7.29	2.05	66.50	6.32	66.46	7.66
75	19	6.16	2.17	9.85	3.51	68.00	6.53	65.40	7.32
76	17	8.47	1.74	11.18	1.88	65.12	5.73	67.59	5.04
77	15	8.53	3.00	11.22	2.53	73.00	6.27	73.06	8.93
78	21	7.95	1.96	8.52	1.94	69.95	4.88	64.95	4.62
80	13	6.54	1.85	10.00	3.96	61.00	6.71	61.38	7.09
81	8	5.63	2.33	7.25	0.71	66.25	7.81	71.63	1.85
82	20	8.80	2.09	12.90	2.83	65.30	7.26	70.85	6.19
85	17	6.18	2.32	12.82	3.23	43.47	8.08	54.18	5.98
86	19	6.68	1.34	13.16	1.54	41.95	6.40	41.95	4.58
87	20	6.55	2.44	8.05	1.99	38.55	7.19	36.57	6.82
88	24	4.25	1.67	10.93	3.53	41.50	5.48	44.25	7.19
89	18	5.00	1.97	7.39	1.61	36.28	4.61	41.83	5.33
90	14	4.93	2.13	7.21	2.55	41.71	6.28	39.64	7.16
91	15	5.47	1.73	9.40	2.13	32.87	5.79	47.27	6.39
92	16	5.19	2.01	7.69	2.41	41.19	9.75	45.50	5.65
93	28	6.50	2.50	7.56	3.36	39.00	7.02	37.88	6.37
94	16	4.75	2.98	7.71	2.89	40.69	8.87	42.50	6.25
95	18	5.56	1.92	17.18	0.95	42.83	6.33	45.94	5.92
96	26	6.04	2.51	9.92	2.00	40.08	5.52	43.63	4.83

GRADE 5

U.S. History

NAME _____ Teacher _____

School _____ Class Period _____

City _____ Date _____

Directions: Listen closely as your teacher reads the test to you. Mark your answer with an "X". Mark only one answer for each question.

1. Which of the following is not a branch of the U.S. government?
   _____ Executive
   _____ Judicial
   _____ Legislative
   _____ Military

2. Before a policeman can search a home, he should have
   _____ A search and seizure pass
   _____ A search warrant
   _____ Approval by the chief
   _____ Approval by the city council

3. A change made to improve or add to the U.S. Constitution is called a
   _____ Bill
   _____ Preamble
   _____ Amendment
   _____ Proclamation

4. In our country, Senators and Representatives make laws. They get this power from
   _____ The President
   _____ The Constitution
   _____ The Supreme Court
   _____ The Bill of Rights

5. Is segregation of Negroes still legal in some states?
   _____ Yes
   _____ Only in restaurants
   _____ Only on trains and busses
   _____ No

6. The job of a judge includes all of the following except:
   _____ Conducting trials in an orderly way
   _____ Enforcing the laws
   _____ Seeing that both sides are treated fairly
   _____ Deciding what laws apply to the case

7. Which of the following is not true of the law?
   _____ It guides behavior
   _____ It punishes criminals
   _____ It solves conflict
   _____ It makes life more predictable

8. "All men are created equal" means that
   _____ Laws should be the same for everyone
   _____ Everyone is really just the same
   _____ Everyone should earn the same amount of money
   _____ Any person can have any job

9. The first part of the Declaration of Independence is about
   _____ Ideas that people believed
   _____ Unfair rulings by the King
   _____ Laws that people wanted
   _____ How the colonies had changed

10. Which of the following was written so that all citizens would be treated fairly by the U.S. Government?
   _____ The Declaration of Independence
   _____ The Emancipation Proclamation
   _____ The Preamble
   _____ The Bill of Rights

11. The major job of the President is to
   _____ Make new rules and laws when needed
   _____ Administer or carry out laws
   _____ Decide which laws are just and fair
   _____ Appoint the best people to committees of Congress

12. If you write a letter to the editor of a newspaper saying "I think the government is wrong", you could be found guilty of
   _____ Slander
   _____ Libel
   _____ Treason
   _____ None of the above

13. The President is the head of which branch of the government?
   _____ Legislative Branch
   _____ Federal Branch
   _____ Judicial Branch
   _____ Executive Branch

14. Which of the following was not true of former Negroe slaves after the Civil War
   _____ Laws were passed saying they could vote
   _____ Laws were passed saying they could own land
   _____ Laws were passed giving Negroes full equality in every way
   _____ Laws were passed making slavery illegal

15. Which of the following was not a landmark case in our American history?
   _____ Plessy v. Ferguson
   _____ Brown v. Board of Education
   _____ Dred Scott v. Sanford
   _____ Franklin v. Clay

16. Which of the following is not always necessary in a court of law?
   _____ Judge
   _____ Jury
   _____ Defendant
   _____ Plaintiff

17. In the case of John Peter Zenger, the main issue was the
_____ Right to freedom of religion
_____ Right to freedom of the press
_____ Right to privacy
_____ Right to a fair trial

18. Laws exist in
_____ All societies
_____ Most societies
_____ All advanced societies
_____ All but the most primitive societies

19. The Fifteenth Amendment gave the right to vote to:
_____ all males, but not to women
_____ all males who had not been slaves
_____ all blacks
_____ all members of minority groups

20. Mayors and councilmen are officials of which type of government?
_____ County
_____ City
_____ State
_____ Federal

Attitude Items

1. Most of the time we study by answering the questions in the textbook
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

2. We often play games and do short plays in social studies
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

3. Newspapers should have the freedom to print whatever they choose
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

4. The Constitution is almost 200 years old. We need new rules and should throw out the old ones.
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

5. I feel bored in social studies
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

6. Movies and filmstrips are often used in social studies
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

7. The police really try to help people who are in trouble
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

8. The government should stop certain people from making speeches
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

9. I think my teacher really likes social studies
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

10. We often have guest speakers in our social studies class
    _____ Strongly agree
    _____ Agree
    _____ Undecided
    _____ Disagree
    _____ Strongly disagree

11. There is nothing wrong with breaking the law unless you get caught
    _____ Strongly agree
    _____ Agree
    _____ Undecided
    _____ Disagree
    _____ Strongly disagree

12. Our country has a very good form of government
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

13. Social studies classes are fun and exciting
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

14. We sometimes take field trips with our social studies class
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

15. If you do not agree with a certain law, you should still obey it
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

16. A law maker will listen to a letter from someone in his district
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

GRADE 7

TEXAS STUDIES

NAME _____ Teacher _____

School _____ Class Period _____

City _____ Date _____

Directions: Listen carefully as your teacher reads the test to you. Mark your answer with an "X". Mark only one answer for each question.

1. Laws exist in:
   _____ All societies
   _____ Most societies
   _____ All advanced societies
   _____ All but the most primitive societies

2. Which of the following is not true of the law?
   _____ It guides behavior
   _____ It punishes criminals
   _____ It resolves conflict
   _____ It makes life more predictable

3. Which of the following probably had the least effect on law in Texas?
   _____ English law
   _____ U. S. law
   _____ Spanish law
   _____ German law

4. Which of the following is not a branch of the federal government?
   _____ Executive
   _____ Judicial
   _____ Military
   _____ Legislative

5. The major responsibility of the President is to
   _____ Make new rules and laws when needed
   _____ Administer or carry out laws
   _____ Decide which laws are just and fair
   _____ Appoint the best people to committees of Congress

6. What was the Spanish-Mexican idea about land?
   _____ The wife had to give up her land to her husband
   _____ The wife had to take care of her own land if she wanted to keep the title
   _____ The wife and husband owned the property together
   _____ The wife's property was left barren until the children took it over

7. Which of the following is not always found in a court of law
   _____ Judge
   _____ Jury
   _____ Plaintiff
   _____ Defendant

8. What is the law's attitude today about young offenders?
   _____ They should be punished the same as adults for serious crimes
   _____ They should receive special consideration
   _____ They should be tried in special courts, but punished in regular prisons
   _____ They should be tried in regular courts, but punished in special prisons

9. Which is not a civil case?
   _____ A suit brought by a private citizen to recover money
   _____ A suit brought by a group of citizens to protect a civil right
   _____ A suit brought by the state against an individual
   _____ A suit brought by an individual to recover property

10. In what cases are juvenile offenders sent to state homes?
   _____ In most cases, since it is normal procedure
   _____ In cases where the offender is emotionally disturbed
   _____ In cases where the parents are too strict with their child
   _____ In cases where everything else fails

11. What can a state do if a child is mistreated by his parents?
   _____ It can take away the parents custody of the child
   _____ It can't do anything since the parents are the final guardians
   _____ It can only ask a relative to settle the conflict
   _____ It can only request the parents to get psychiatric help

12. What is the relationship between Texas courts and the federal courts
   _____ They are one continuous court system
   _____ They are two completely separate court systems
   _____ They share duties when there is an overload of cases
   _____ Texas citizens must try their cases only in Texas courts

13. The highest law of the United States is
   _____ Common Law
   _____ National Code of Law
   _____ Bill of Rights
   _____ U.S. Constitution

14. Texas as a colony of Mexico was difficult to control. Why?
   _____ Because most of the colonists were Mexican rebels
   _____ Because the governor of Texas organized several rebellions
   _____ Because the U.S. government cut off all ties with Mexico
   _____ Because of the difference in cultures and beliefs between Texas and Mexico

15. What was the Texas Declaration of Independence like?
   _____ It contained parts of the Spanish Declaration of Independence
   _____ It was copied from the Mexican Declaration of Independence
   _____ It was modeled after the U.S. Declaration of Independence
   _____ It was not like any other known Declaration of Independence

16. All of the following were complaints made by the Texans to Mexico except
_____ The Mexican government put Stephen F. Austin in jail for a long time
_____ The Mexican government forced the Texans to become self-governing before they could handle it
_____ The Mexican government urged outlaws to sieze ships and property of Texans
_____ The Mexican government refused to establish a public school system

17. Which is the best way of describing the major black civil rights cases before the U.S. Supreme Court?
_____ The Court has always tended to leave civil rights decisions up to the states
_____ The Court has overruled its own decisions as times have changed
_____ The Court has always ruled against integration in all areas
_____ The Court has always ruled in favor of integration in all areas

18. What is the purpose of appellate courts?
_____ To decide if individual rights were violated
_____ To handle major cases of dangerous criminals
_____ To handle overload cases from other courts
_____ To handle cases where the general public disagrees with an earlier verdict

19. Which of the following is not necessarily a "due process" guaranteed to juveniles?
_____ The right to a trial by jury
_____ The right to have an attorney present during questioning
_____ The right to have an attorney appointed if you cannot afford one
_____ The right to remain silent

20. What is the best definition of the Texas Homestead Law?
_____ A law that permitted every adult citizen to purchase 160 acres of land
_____ A law that protects the home from being sold to pay debts
_____ A law that gave land to railroads if they would help early settlers find land
_____ A law that establishes the adult male as the head of the house

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Attitude Items

1. In social studies, class time is often spent on games and activities
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

2. We are expected to learn most of the facts in each chapter of the social studies text
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

3. There is nothing wrong with breaking the law unless you get caught
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

4. If you see someone breaking the law you should report it to the proper authorities
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

5. Films and filmstrips are used often in social studies class
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

6. Social studies classes are fun and exciting
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

7. If you do not agree with a certain law, you should still obey it
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

8. A person is accused of a crime. In court he refuses to defend himself. He should be made to talk or else be found guilty.
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

9. Social studies classes never talk about what is happening today
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

10. We often use role-playing in social studies
   _____ Strongly disagree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

11. Our country has a very good form of government
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

12. Politics and government are so complicated that a person like me can't really understand what's going on
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

13. I think my teacher really likes to teach social studies
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

14. The most important ideas in social studies relate to places or dates
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

15. If you see someone breaking the law, you should report it to the proper authorities
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

16. A Congressman will pay attention to a letter from someone in his district
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

17. We sometimes take field trips with our social studies class.
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

18. We often have guests in our social studies classes
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

19. If a person is too poor to hire a lawyer, the public should pay for a lawyer for him
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

20. The Bill of Rights was probably a good idea in the late 1700's but it gives law breakers too much freedom today
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

GRADE 8

AMERICAN HISTORY I

Name _____ Teacher _____

School _____ Class Period _____

City _____ Date _____

Directions: Listen carefully as your teacher reads the test to you. Mark your answer with an "X". Mark only one answer for each question.

1. In the early days of the U.S., who could vote?
   _____ All white males
   _____ Only those who could read and write
   _____ Everyone who wanted to
   _____ Only white males who owned property

2. The power of judicial review helps the U.S. Supreme Court to interpret the Constitution by:
   _____ Giving the judges the right to change their minds about past decisions
   _____ Allowing the judges to declare acts of Congress unconstitutional
   _____ Permitting the judges to review the decisions of lower courts
   _____ Allowing the judges to use the elastic clause to adjust to changing times

3. Which of the following will happen if the Texas State Legislature passes a law that conflicts with a section of the U.S. Constitution?
   _____ The Texas law will be removed during the next session of the legislature
   _____ The Texas law will stand since the state has a right to make its own laws
   _____ The U.S. Supreme court will decide on a compromise between the state and the federal government
   _____ Nothing will happen unless someone brings lawsuit to court

4. What is the best definition of "suffrage"?
   _____ Oppression of minority groups
   _____ The right to vote
   _____ Woman's liberation movement
   _____ A law prohibiting alcoholic beverages

5. After the U.S. Supreme Court decided the Dred Scott case, what happened to Dred Scott
   _____ He became a free man
   _____ He became an indentured servant
   _____ He remained a slave
   _____ He was sent to France to live

6. A newspaper can criticize the government if
   _____ The government gives its permission
   _____ The story is not made up of lies on purpose
   _____ The story is approved by a national wire service
   _____ The story will not anger a large number of citizens

7. The Bill of Rights was intended to
   _____ Protect the rights of the individual against state governments
   _____ Protect the rights of the individual against the federal government
   _____ Protect the rights of the individual against both federal and state governments
   _____ Protect the rights of the states against the federal government

8. All of the following reflect the principle of federalism except
   _____ The electoral college
   _____ The necessary and proper clause
   _____ The process for Constitutional Amendment
   _____ The principle of reserved powers

9. The body that has the power to impeach a government official is the:
   _____ Senate
   _____ House of Representatives
   _____ Attorney General
   _____ Supreme Court

10. Separation of powers is a principle of government in which
   _____ A single branch of government does not have complete control of the government
   _____ The state governments are separate from the national government
   _____ The people and the states have separate rights
   _____ The powers not delegated to the government are held separate for the people

11. Congress can expand its constitutional powers by:
   _____ Reorganizing its committee structure
   _____ Using the "necessary and proper" clause as the basis for new laws
   _____ Negotiating and approving treaties with foreign governments
   _____ Creating new systems for choosing candidates for office

12. The electoral college vote in each state is based on
   _____ The size of the state legislature
   _____ The number of Senators and Representatives in the state
   _____ The land area of the state
   _____ The amount of taxes the state pays to the federal government

13. The highest law in the U.S. is
   _____ Federal Law
   _____ The Declaration of Independence
   _____ The Constitution
   _____ The National Code of Law

14. How was the U.S. Supreme Court established?
   _____ By the act of John Marshall when he was attorney general
   _____ By the Constitution
   _____ By an act of President Washington and his cabinet
   _____ By a unanimous decision of the Congress

15. What is the main job of the U.S. Supreme Court
   _____ To advise the Congress in advance if certain laws would be Constitutional
   _____ To counsel the President on his policies
   _____ To hear appeals of earlier decisions by other courts
   _____ To handle cases which are too difficult for lower courts

16. Which of the following powers was not denied to the states by the U.S. Constitution
   _____ The power to tax imports and exports
   _____ The power to tax incomes
   _____ The power to coin money
   _____ The power to engage in war

17. When can a public school legally have children pray?
    ____ Only when there are separate prayers for Protestants, Catholics, and Jews
    ____ Only when the prayer is nondenominational
    ____ Only when children who don't want to pray are permitted to leave
    ____ None of the above

18. The best definition of the term "due process" is:
    ____ A guarantee of a full explanation of all trial procedures before the court appearance
    ____ A guarantee of basic rules of justice that limit the government's power
    ____ A guarantee of a full reading and explanation of the "Miranda warning" before the arrest
    ____ A guarantee of the right to have an attorney present during questioning

19. Which of the following cases was important in establishing the role of the Supreme Court as a branch of the federal government
    ____ New York Times v. U.S.
    ____ Roth v. U.S.
    ____ Marbury v. Madison
    ____ Gideon v. Wainright

20. Which of the following Amendments was most important in defining citzenship?
    ____ First
    ____ Fifth
    ____ Fourteenth
    ____ Twentieth

Attitude Items

1. We often play games in class that relate to American history
    ____ Strongly agree
    ____ Agree
    ____ Undecided
    ____ Disagree
    ____ Strongly disagree

2. American history is one of my favorite classes
    ____ Strongly agree
    ____ Agree
    ____ Undecided
    ____ Disagree
    ____ Strongly disagree

3. The Bill of Rights was probably a good idea in the late 1700's but it gives law breakers too much freedom today
    ____ Strongly agree
    ____ Agree
    ____ Undecided
    ____ Disagree
    ____ Strongly disagree

4. People should not be allowed to vote unless they are well educated
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

5. We often have guest speakers in American history class
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

6. Teachers should spend most of class time telling us about history
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

7. America is getting so far from the true American way of life that force may be necessary to restore it
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

8. Nobody cares whether you vote or not except for politicians
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

9. Films and filmstrips are often used in American history class
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

10. We often do role-playing in American history
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

11. The only way to overcome violence is to use violent means
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

12. Our social problems are so difficult that our democratic government can never solve them
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

13. Homework assignments usually require me to answer questions in the textbook
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

14. My teacher really likes to teach American History
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

15. There is nothing wrong with breaking the law unless you get caught
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

16. If you see someone breaking the law, you should report it to the authorities
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Stongly disagree

17. Small group discussions are an important part of our American history class
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

18. Most of our homework in American history involves reading and outlining the textbook
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

19. The U.S. should not allow any more immigration in order to protect jobs for Americans
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

20. Most government officials are really interested in the public's welfare.
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

GRADE 9 & 11

AMERICAN HISTORY II

Name_____ Teacher _____

School_____ Class Period_____

City_____ Date_____

Directions: Mark your answer with an "X". Mark only one answer for each question.

1. The best definition of the power of judicial review is that it helps the U.S. Supreme Court to interpret the Constitution by
   _____ Giving the judges the right to reconsider their past decisions
   _____ Allowing the judges to declare acts of Congress unconstitutional
   _____ Permitting the judges to review decisions of lower courts
   _____ Allowing the judges to use the elastic clause to adjust to changing times

2. Which is not a civil case?
   _____ A suit brought by a private citizen to recover money
   _____ A suit brought by a group of citizens to protect a civil right
   _____ A suit brought by the state against an individual
   _____ A suit brought by an individual to recover property

3. The term "due process" is best defined as
   _____ A guarantee of full explanation of all trial procedures before the court appearance
   _____ A guarantee of a full reading and explanation of the "Miranda warning" before the arrest
   _____ A guarantee of fundamental principles of justice that limit the government's power
   _____ A guarantee of the right to have an attorney present during questioning or to remain completely silent

4. The highest law in the United States is:
   _____ The National Code of Law
   _____ The Common Law
   _____ The U.S. Constitution
   _____ The Bill of Rights

5. When the rights of free press and fair trial have come into conflict the Supreme Court rulings have resulted in:
   _____ Avoiding a decision about the conflict
   _____ Giving more protection to free press
   _____ Giving more protection to fair trial
   _____ Giving unanimous support to free press over fair trial

6. The Supreme Court's "one person, one vote" ruling was of greatest benefit to:
   _____ Members of the black minority
   _____ People living in rural areas
   _____ People living in urban areas
   _____ Members of all minority groups

7. The significance of the Brown v. Board of Education decision was that it
   _____ Liberated schools from most federal controls
   _____ Struck down the "separate, but equal" doctrine
   _____ Called for immediate bussing to achieve racial balance
   _____ Brought a quick end to all types of segregation

8. The U.S. Supreme Court ruling in the case of Plessy v. Ferguson was significant because it:
   _____ Continued the idea of the separation of races
   _____ Outlawed the segregation of the races
   _____ Implemented school bussing programs
   _____ Brought most schools under federal control

9. The Constitutional Amendment that has been most important in defining U.S. citizenship and the rights of citizens is the
   _____ First
   _____ Fifth
   _____ Fourteenth
   _____ Eighteenth

10. If a newspaper publishes something untrue about an individual, the paper is clearly guilty of:
   _____ Libel
   _____ Slander
   _____ Lying
   _____ None of the above

11. Which of the following is not true about the Constitutional provisions for impeachment:
   _____ The House of Representatives has the sole power of impeachment
   _____ The Senate has the sole power to try all impeachments
   _____ If the President of U.S. is tried the Chief Justice presides
   _____ Only the Senate can decide on fines and punishment beyond removal from office

12. A person is brought to trial for selling narcotics. What kind of case is this?
   _____ A civil case
   _____ A criminal case
   _____ Neither a criminal or a civil case
   _____ It depends on the value of the drugs sold

13. Is it legal for a restaurant to refuse service to members of one race?
   _____ No
   _____ Only if the restaurant is privately owned
   _____ Only if the restaurant doesn't serve liquor
   _____ Yes

14. Which of the following cases provides a good example of conflict about the growth of the power of the President?
   _____ Kovacs v. Cooper
   _____ Schenck v. United States
   _____ U.S. v. Seeger
   _____ Youngstown Sheet and Tube Co. v. Sawyer

15. The best definition of the term "police power" is:
_____ A recent movement among police to become more independent of the court system and political influence
_____ The power of government to make laws necessary for the welfare of the state and its citizens
_____ The legal power of the police to arrest and hold a suspected criminal for three days
_____ The power of the government to establish national, state, and local police forces

16. The purpose of the Sherman Antitrust Act was:
_____ To prevent too much reliance on foreign imports
_____ To force banks to treat customers more fairly
_____ To prevent the abuse of economic power
_____ The restore the balance of power in government

17. The "necessary and proper" clause of the U.S. Constitution:
_____ Reserved many powers for the President
_____ Made it possible to establish the Supreme Court
_____ Permitted the expansion of federal power as times have changed
_____ Specifically identified the powers of the U.S. Senate

18. The Fifteenth Amendment gave suffrage to:
_____ All male citizens, but not to women
_____ All male and female citizens
_____ All blacks who had not been slaves
_____ All citizens who signed a pledge to uphold the U.S. government

19. Which of the following was once identified by Congress as a reason for losing U.S. citizenship.
_____ Refusing to vote in national elections for more than ten years
_____ Having a home in two states at the same time
_____ Giving false information in a federal court
_____ Voting in an election in Canada

20. In which of the following cases was the major issue a conflict between national security and civil rights?
_____ Katy v. U.S.
_____ Dumbra v. U.S.
_____ Korematsu v. U.S.
_____ U.S. v. Seeger

Attitude Items

1. My job in class is to take notes and memorize the material for the tests
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

2. Small group discussions are an important part of our American history class
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

3. Most labor trouble occurs because of liberal agitators
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

4. America is getting so far away from the true American way of life that force may be necessary to restore it
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

5. My teacher often asks questions that require us to think about ideas we have studied
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

6. Daily assignments seem to be mostly "busywork".
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

7. If you see someone breaking the law you should report the act to the proper authorities
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

8. A person is accused of a crime and refuses to defend himself in court. He should be made to talk or else be found guilty
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

9. We are often encouraged to read related material in books and journals outside of class
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

10. We often see films and filmstrips in history class
    _____ Strongly agree
    _____ Agree
    _____ Undecided
    _____ Disagree
    _____ Strongly disagree

11. A few good leaders could make this country better than all the laws ever written
    _____ Strongly agree
    _____ Agree
    _____ Undecided
    _____ Disagree
    _____ Strongly disagree

12. There is nothing wrong with breaking the law unless you get caught
    _____ Strongly agree
    _____ Agree
    _____ Undecided
    _____ Disagree
    _____ Strongly disagree

13. We often have guest speakers in our history class
    _____ Strongly agree
    _____ Agree
    _____ Undecided
    _____ Disagree
    _____ Strongly disagree

14. We sometimes take field trips in history class
    _____ Strongly agree
    _____ Agree
    _____ Undecided
    _____ Disagree
    _____ Strongly disagree

15. The government should try to break up big businesses in order to limit their economic power
    _____ Strongly agree
    _____ Agree
    _____ Undecided
    _____ Disagree
    _____ Strongly disagree

16. Politics and government are so complicated that a person like me can't really understand what is going on
    _____ Strongly agree
    _____ Agree
    _____ Undecided
    _____ Disagree
    _____ Strongly disagree

17. My teacher encourages differing viewpoints on issues related to history
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

18. Classroom discussions in history are often lively and interesting
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

19. Big business is the cause of many of our problems in this country
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

20. Democracy is the best form of government
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

GRADE 12

AMERICAN GOVERNMENT

Name_____ Teacher_____

School_____ Class Period_____

City_____ Date_____

Directions: Mark your answer with an "X". Mark only one answer for each question.

1. When can a person speak against the government?
   _____ At any time and without any restrictions
   _____ Only when he does not encourage others to over-throw it
   _____ Only when he has a lawyer to defend him
   _____ Only when he does not refer directly to the President

2. The term "due process" is best defined as
   _____ A guarantee of full explanation of all trial procedures before the court appearance
   _____ A guarantee of fundamental principles of justice that limit the government's power
   _____ A guarantee of a full reading and explanation of the "Miranda warning" before the arrest
   _____ A guarantee of the right to have an attorney present during questioning or to remain completely silent

3. When the rights of free press and fair trial have come into conflict, the Supreme Court rulings have resulted in:
   _____ Avoiding a decision about the conflict
   _____ Giving more protection to free press
   _____ Giving more protection to fair trial
   _____ Giving unanimous support to free press over fair trial

4. The Supreme Court's "one person, one vote" ruling was of greatest benefit to:
   _____ Members of the black minority
   _____ People living in rural areas
   _____ People living in urban areas
   _____ Members of all minority groups

5. When a person is released from prison early, the person is placed on
   _____ Mandatory report
   _____ Work study program
   _____ Probation
   _____ Parole

6. If a newspaper publishes something untrue about an individual, the paper is clearly guilty of:
   _____ Lying
   _____ Libel
   _____ Slander
   _____ None of the above

7. Which of the following cases provides a good example of conflict about growth of Presidential power?
   _____ Schenck v. U.S.
   _____ Youngstown Sheet and Tube Co. v. Sawyer
   _____ Kovacs v. Cooper
   _____ U.S. v. Seeger

8. The best definition of the term "police power" is:
   _____ A recent movement among police to become more independent of the courts and politicians
   _____ The power of government to make laws necessary for the welfare of the state and its citizens
   _____ The legal power of the police to arrest and hold suspected criminals for three days
   _____ The power of the government to establish national, state, and local police forces

9. What is not defended by the First Amendment?
   _____ Criticizing the beliefs of a religious group
   _____ Yelling "Fire!" in a crowded theater when there is no fire
   _____ Criticizing the President
   _____ Condemning the government's policies in public

10. All of the following are part of the contemporary standards for determining obscenity except
    _____ The work must be taken as a whole
    _____ The standards of the whole nation must be considered rather than those of an isolated community
    _____ The work must be without serious literary, artistic, political, or scientific value
    _____ Sex and obscenity should not be considered synonymous

11. The trend in current methods of correction is toward:
    _____ Longer sentences for more severe crimes
    _____ Building high rise prisons in large cities
    _____ Establishing community based institutions
    _____ Replacing probation officers with psychologists

12. The power of judicial review helps the U.S. Supreme Court to interpret the Constitution by:
    _____ Giving the judges the right to reconsider their past decisions
    _____ Allowing the judges the right to declare acts of Congress unconstitutional
    _____ Permitting the judges to review the decisions of lower courts
    _____ Allowing the judges to use the elastic clause to adjust to changing times

13. The Bill of Rights was intended to
    _____ Protect the rights of the individual against state governments
    _____ Protect the rights of the individual against the federal government
    _____ Protect the rights of the individual against both state and federal governments
    _____ Protect the rights of the states against other states

14. What does the "right to counsel" mean?
_____ A person can hire the lawyer of his choice to represent him
_____ The state must provide psychiatric examination without charge
_____ The state must place released prisoners in jobs
_____ The person can confer with his family and friends while in prison

15. Generally when will a judge grant a search warrant to police?
_____ When the police provide evidence of illegal activities
_____ When the police have reasonable grounds for suspicion
_____ When the police have watched the house or apartment for 48 hours
_____ When the police chief requests the warrant

16. Habeas Corpus is best defined as
_____ A demand to produce the body of a murder victim
_____ An appeal to court to free a man if he is locked up illegally
_____ A trial of a person accused of murder in which the body is missing
_____ Protection through the courts against unlawful searches

17. Which is not a generally accepted reason for sentencing a person found guilty of a crime?
_____ Punishment for the crime
_____ Rehabilitation of the criminal
_____ Providing cheap labor for the state
_____ Deterrant to other potential criminals

18. The idea of "separation of powers" means that:
_____ The federal government is completely separate from the state governments
_____ No one branch of the federal government has complete power
_____ The idea that the U.S. should not get too deeply involved with foreign powers
_____ The idea that each town should have a separate government

19. A man is convicted of a crime, but makes an "appeal". This means that:
_____ He makes a formal statement asking the judge to reconsider
_____ He asks a higher court to decide if a mistake was made in his trial
_____ He asks for a new jury since the first one decided against him
_____ He asks that the court be lenient since it was his first offense

20. Which of the following cases represented a conflict over "freedom of expression"?
_____ Miranda v. Arizona
_____ Marburg v. Madison
_____ Dred Scott v. Sanford
_____ Tinker v. Des Moines School District

Attitude Items

1. We often see films that supply additional depth to the topic being studied
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

2. Class discussions often focus on current issues that relate to government
   ____ Strongly agree
   ____ Agree
   ____ Undecided
   ____ Disagree
   ____ Strongly disagree

3. If you see someone breaking the law, you should report it to the proper authorities
   ____ Strongly agree
   ____ Agree
   ____ Undecided
   ____ Disagree
   ____ Strongly disagree

4. People should not be allowed to vote unless they are well educated
   ____ Strongly agree
   ____ Agree
   ____ Undecided
   ____ Disagree
   ____ Strongly disagree

5. My job in class is to take notes on the presentation and memorize the material for the test.
   ____ Strongly agree
   ____ Agree
   ____ Undecided
   ____ Disagree
   ____ Strongly disagree

6. Role playing, mock trials, and simulations are used in government class
   ____ Strongly agree
   ____ Agree
   ____ Undecided
   ____ Disagree
   ____ Strongly disagree

7. Politics and government are so complicated that a person like me can't even begin to understand what's going on
   ____ Strongly agree
   ____ Agree
   ____ Undecided
   ____ Disagree
   ____ Strongly disagree

8. Letters from people to their Congressman have no effect on the laws that are passed
   ____ Strongly agree
   ____ Agree
   ____ Undecided
   ____ Disagree
   ____ Strongly disagree

9. We have several guest speakers in our government class
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

10. Field trips are an important part of our government class
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

11. The Bill of Rights was a good idea in the late 1700's but it gives people too much freedom today
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

12. Our society's problems are so complicated that our democratic form of government can no longer handle them
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

13. Small group discussions are often used in our government class
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

14. Ideas about government can be best learned when the teacher explains what the subject is all about
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

15. There is nothing wrong with breaking a law unless you get caught
   _____ Strongly agree
   _____ Agree
   _____ Undecided
   _____ Disagree
   _____ Strongly disagree

16. A person is accused of a crime but refuses to defend himself in court. He probably has something to hide and should be found guilty.
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

17. My teacher often expresses his/her opinion about current issues and makes sure that students can openly express theirs
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

18. Government class is one of the most interesting and exciting classes that I am taking
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

19. Government class has helped me to better understand and gain more respect for the judicial system
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

20. The public and the news media are sometimes unfairly biased toward policemen
_____ Strongly agree
_____ Agree
_____ Undecided
_____ Disagree
_____ Strongly disagree

APPENDIX C

Table 27

Houston Project

Group Responses to Each Attitude Item - Junior High Component (N=59)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
1. Value clarification exercises take up excessive amount of class time for the student learning that is usually realized from such activities.	3.33	3.42	+
2. Although simulation games are time consuming they should still be used because of their positive outcomes.	4.10	4.40	+
3. The collage is an interesting diversion for students but it is likely to produce little cognitive for affective learning.	3.66	3.49	-
4. Teachers should refrain from expressing their personal values to their students.	3.56	3.29	-
5. The use of a case study to examine the tenets of the First Amendment allows for more substantive thought by students than listening to a teacher lecture on the subject.	1.76	1.53	-
6. Educational games promote a greater understanding of concepts than a simple question and answer activity conducted by the teacher.	4.02	4.29	+
7. There are certain important facts that students should memorize even if they do not understand them at the time.	2.86	2.50	-
8. Teachers should spend the major portion of a class session personally providing information.	3.61	3.86	+
9. Student attitudes toward learning are more important than the amount of knowledge gained.	3.78	3.93	+
10. A teacher should respect whatever a student values, even if the values are directly opposed to those held by the teacher.	3.98	4.40	+
11. Known trouble makers in a community should be prevented from holding public meetings.	3.83	3.49	-
12. If a person refuses to defend himself in court, it probably means he has something to hide.	3.97	3.69	+
13. The government should stop known communist supporters from speaking at public meetings, including those sponsored by schools.	3.53	3.45	-

Table 27 (Continued)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
14. Police should have the right to use any necessary means to capture criminals.	3.68	3.36	-
15. If a policeman catches a person in the act of stealing a car, the person should be made to forfeit the right to a trial by jury.	4.44	4.47	+
16. An attorney who defends a client who he knows to be guilty is unethical.	3.80	4.10	+
17. Police should have the right to search the house of a known criminal either with or without a warrant.	4.37	4.10	-
18. Since the courts have become so overcrowded, civil cases should be handled by a judge without a jury in order to insure a speedy trial.	4.00	3.97	-
19. The Bill of Rights was probably a good idea in the late 1700's, but it gives law breakers too much freedom today.	4.24	4.31	+
20. The courts should not interfere with the right of police to use necessary means to punish criminals.	4.31	4.10	-

Table 28

Houston Project

Group Responses to Each Item - Senior High Teachers (N=36)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
1. Value clarification exercises take up an excessive amount of class time for the student learning that is usually realized from such activities.	3.46	3.44	-
2. Although simulation games are time comsuming they should still be used because of their positive outcomes.	4.11	4.25	+
3. The collage is an interesting diversion for students but it is likely to produce little cognitive for affective learning.	3.38	3.33	-
4. Teachers should refrain from expressing their personal values to their students.	3.66	3.58	-
5. The use of a case study to examine the tenets of the First Amendment allows for more substantive thought by students than listening to a teacher lecture on the subject.	1.49	1.39	-
6. Educational games promote a greater understanding of concepts than a simple question and answer activity conducted by the teacher.	3.75	4.14	+
7. There are certain important facts that students should memorize even if they do not understand them at the time.	2.71	2.36	-
8. Teachers should spend the major portion of a class session personally providing information.	3.40	3.72	+
9. Student attitudes toward learning are more important than the amount of knowledge gained.	3.72	3.55	-
10. A teacher should respect whatever a student values, even if the values are directly opposed to those held by the teacher.	4.33	4.47	+
11. Known trouble makers in a community should be prevented from holding public meetings.	3.94	3.61	-
12. If a person refuses to defend himself in court, it probably means he has something to hide.	3.94	3.78	-
13. The government should stop known communist supporters from speaking at public meetings, including those sponsored by schools.	3.94	4.06	+

Table 28 (Continued)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
14. Police should have the right to use any necessary means to capture criminals.	3.94	3.25	+
15. If a policeman catches a person in the act of stealing a car, the person should be made to forfeit the right to a trial by jury.	4.47	4.44	-
16. An attorney who defends a client whom he knows to be guilty is unethical.	4.11	4.25	+
17. Police should have the right to search the house of a known criminal either with or without a warrant.	4.33	4.22	-
18. Since the courts have become so overcrowded, civil cases should be handled by a judge without a jury in order to insure a speedy trial.	3.78	3.86	+
19. The Bill of Rights was probably a good idea in the late 1700's but it gives law breakers too much freedom today.	4.39	4.50	+
20. The courts should not interfere with the right of police to use necessary means to punish criminals.	4.44	4.22	-

Table 29

West Texas Project

Group Responses to Each Attitude Item - Elementary-Junior High (N=73)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
1. Value clarification exercises take up an excessive amount of class time for the student learning that is usually realized from such activities.	3.03	3.82	+
2. Although simulation games are time comsuming they should still be used because of their positive outcomes.	4.08	4.33	+
3. The collage is an interesting diversion for students but it is likely to produce little cognitive for affective learning.	3.27	3.94	+
4. Teachers should refrain from expressing their personal values to their students.	3.36	3.16	-
5. The use of a case study to examine the tenets of the First Amendment allows for more substantive thought by students than listening to a teacher lecture on the subject.	1.74	1.34	-
6. Educational games promote a greater understanding of concepts than a simple question and answer activity conducted by the teacher.	4.08	4.48	+
7. There are certain important facts that students should memorize even if they do not understand them at the time.	2.64	2.27	-
8. Teachers should spend the major portion of a class session personally providing information.	3.96	4.12	+
9. Student attitudes toward learning are more important than the amount of knowledge gained.	3.62	4.00	+
10. A teacher should respect whatever a student values, even if the values are directly opposed to those held by the teacher.	3.86	4.22	+
11. Known trouble makers in a community should be prevented from holding public meetings.	3.59	3.67	+
12. If a person refuses to defend himself in court, it probably means he has something to hide.	3.08	3.78	-
13. The government should stop known communist supporters from speaking at public meetings, including those sponsored by schools.	3.25	3.58	+

Table 29 (Continued)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
14. Police should have the right to use any necessary means to capture criminals.	3.48	3.29	-
15. If a policeman catches a person in the act of stealing a car, the person should be made to forfeit the right to a trial by jury.	4.12	4.42	+
16. An attorney who defends a client whom he knows to be guilty is unethical.	3.86	4.19	+
17. Police should have the right to search the house of a known criminal either with or without a warrant.	3.95	4.16	+
18. Since the courts have become so overcrowded, civil cases should be handled by a judge without a jury in order to insure a speedy trial.	3.64	4.00	+
19. The Bill of Rights was probably a good idea in the late 1700's but it gives law breakers too much freedom today.	3.93	4.29	+
20. The courts should not interfere with the right of police to use necessary means to punish criminals.	4.03	4.16	+

Table 30

West Texas Project

Group Response to Each Attitude Item - Senior High Teachers (N=41)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
1. Value clarification exercises take up an excessive amount of class time for the student learning that is usually realized from such activities.	3.56	3.83	+
2. Although simulation games are time comsuming they should still be used because of their positive outcomes.	3.86	4.10	+
3. The collage is an interesting diversion for students but it is likely to produce little cognitive for affective learning.	3.52	3.90	+
4. Teachers should refrain from expressing their personal values to their students.	3.74	3.71	-
5. The use of a case study to examine the tenets of the First Amendment allows for more substantive thought by students than listening to a teacher lecture on the subject.	1.70	1.54	-
6. Educational games promote a greater understanding of concepts than a simple question and answer activity conducted by the teacher.	3.79	3.95	+
7. There are certain important facts that students should memorize even if they do not understand them at the time.	2.93	2.78	-
8. Teachers should spend the major portion of a class session personally providing information.	3.60	3.90	+
9. Student attitudes toward learning are more important than the amount of knowledge gained.	3.86	4.17	+
10. A teacher should respect whatever a student values, even if the values are directly opposed to those held by the teacher.	4.30	4.59	+
11. Known trouble makers in a community should be prevented from holding public meetings.	3.64	3.76	+
12. If a person refuses to defend himself in court, it probably means he has something to hide.	3.98	4.22	+
13. The government should stop known communist supporters from speaking at public meetings, including those sponsored by schools.	3.51	3.95	+

Table 30 (Continued)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
14. Police should have the right to use any necessary means to capture criminals.	3.60	4.10	+
15. If a policeman catches a person in the act of stealing a car, the person should be made to forfeit the right to a trial by jury.	4.28	4.49	+
16. An attorney who defends a client whom he knows to be guilty is unethical.	4.19	4.22	+
17. Police should have the right to search the house of a known criminal either with or without a warrant.	4.07	4.32	+
18. Since the courts have become so overcrowded, civil cases should be handled by a judge without a jury in order to insure a speedy trial.	3.67	4.05	+
19. The Bill of Rights was probably a good idea in the late 1700's but it gives law breakers too much freedom today.	4.07	4.32	+
20. The courts should not interfere with the right of police to use necessary means to punish criminals.	4.17	4.24	+

Table 31

Dallas Project

Group Response to Each Attitude Item (N=22)

	Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
1.	As an instructional activity, community resource people (police officer, probation officer) provide more realistic and dramatic conceptualizations of their roles than mediated presentations without a resource person.	3.45	4.81	+
2.	Value clarification exercises take up an excessive amount of class time for the student learning that usually is realized from such activities.	3.50	3.00	-
3.	The class technique of utilizing open-ended statements facilitates in-depth discussions among students.	3.91	4.05	+
4.	Local officials in law enforcement agencies are quite willing to cooperate and serve as resource persons for my classes.	4.23	4.38	+
5.	Teachers should refrain from expressing their personal opinions on the quality of the judicial system to their students.	3.27	3.33	+
6.	A "mock trial" promotes greater understanding of how a trial is conducted (knowledge) than a reading assignment followed by a question-answer class activity.	4.45	4.38	-
7.	Field trips to state and municipal courts are too expensive to justify their utilization with public school pupils.	4.14	3.90	-
8.	Student attitudes toward the law are more important than the amount of knowledge learned about the law.	3.55	3.76	+
9.	The use of a case study to examine the tenets of the first amendment allows for more substantive thought by students than listening to a teacher lecture on this subject.	4.32	4.62	+
10.	Local attorneys are willing to serve as resource persons for my classes.	3.77	3.67	-
11.	Classroom questions should be used primarily to determine the extent of legal knowledge held by the students.	3.82	3.52	-

Table 31 (Continued)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
12. The adopted text is the most helpful source in planning, establishing, and implementing daily class activities.	3.68	3.90	+
13. Field trips to a court-in-session provides students with an invaluable experience.	4.50	4.38	-
14. Occasional changes in class instructional techniques will likely produce greater student knowledge gains than continuing with the same technique throughout the unit.	4.64	4.86	+
15. The cost of many audiovisual materials is usually not prohibitive considering the amount of learning the materials produce.	3.36	3.57	+
16. A first-hand observation of a police officer on duty is necessary to understand the intricacies of his role in society.	3.45	3.90	+
17. Supplementary instructional materials, such as handouts and reprints, are not nearly as effective as the textbook in presenting content to students.	4.27	4.38	+
18. School administrators discourage field trips as a learning experience.	2.71	3.00	+
19. Teachers should spend the major portion of a class session personally providing information.	3.73	3.86	+
20. The process of constructing a collage can lead to higher levels of thinking.	3.41	3.95	+
21 Because of the substantial coordination involved, and meager information gained; field trips are not worth the teacher's effort.	4.14	4.05	-
22. Police should have the right to search the house of a suspected criminal whenever they like, either with or without permission.	4.36	4.43	+
23. Known trouble-makers in a community should be prevented from holding public meetings.	4.23	4.05	-
24. Since courts have become so overcrowded, all civil trials should be handled by a judge without a jury in order to save time.	4.14	4.10	-

Table 31 (Continued)

	Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
25.	In cases of national emergency the government should have the right to seize a person's property without going through legal procedures.	4.00	3.90	-
26.	Persons who loot and riot should be shot on sight in order to protect the private property of others.	4.36	4.10	-
27.	The U.S. Supreme Court decides many questions largely on the basis of politics.	3.23	3.14	-
28.	Police should have the right to use all necessary means to punish criminals.	4.05	4.10	+
29.	If the police stop a person and discover he is carrying something that they think has been stolen, they should have a right to hold him in jail as long as is necessary to find out if the item was really stolen.	4.09	3.90	-
30.	If a person refuses to defend himself in court it probably means he has something to hide.	3.95	4.05	+
31.	The Bill of Rights was probably a good idea in the late 1700's but it gives people too much freedom today.	4.18	4.33	+
32.	An attorney who defends someone whom he knows to be guilty is unethical.	3.86	4.33	+
33.	The government should stop known communist supporters from speaking at public meetings including those sponsored by educational institutions.	3.95	3.76	-
34.	If a person cannot afford an attorney the public should provide one for the person free of charge	4.14	4.43	+
35.	Laws are made for the benefit of the very rich by a small group of very influential Senators.	3.64	3.62	-
36.	The courts should place fewer offenders on probation.	3.14	3.00	-
37.	The police should be able to use every possible means to gain information leading to the arrest of offenders.	3.77	3.67	-

Table 31 (Continued)

	Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
38.	Government and the law are so complicated that the common man should not voice his opinion since he has very little information on which to base it.	4.32	4.52	+
39.	Letters from their constituents have very little influence on the way Congressmen vote on proposed legislation.	3.77	3.71	-
40.	If a policeman catches a woman while she is stealing a car she should be made to forfeit the right to trial by jury.	4.41	4.38	-
41.	Newspapers should have the freedom to criticize the government.	4.73	4.52	-
42.	A person should be able to refuse to fight in a war if it is contrary to his religious beliefs.	3.82	3.76	-
43.	Police should have the right to use all necessary means to capture criminals.	3.63	3.76	+
44.	Courts are much too lenient in sentencing juvenile offenders.	3.23	2.67	-
45.	Probation officers are generally ineffective in their work.	3.45	3.19	-

Table 32

Kilgore Project

Group Response to Each Attitude Item - Elementary-Junior High (N=33)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
1. Value clarification exercises take up an excessive amount of class time for the student learning that is usually realized from such activities.	3.06	3.67	+
2. Although simulation games are time consuming they should still be used because of their positive outcomes.	4.36	4.00	-
3. The collage is an interesting diversion for students but it is likely to produce little cognitive for affective learning.	3.39	3.96	+
4. Teachers should refrain from expressing their personal values to their students.	3.42	3.89	+
5. The use of a case study to examine the tenets of the First Amendment allows for more substantive thought by students than listening to a teacher lecture on the subject.	1.33	1.89	+
6. Educational games promote a greater understanding of concepts than a simple question and answer activity conducted by the teacher.	3.97	4.11	+
7. There are certain important facts that students should memorize even if they do not understand them at the time.	3.03	2.68	-
8. Teachers should spend the major portion of a class session personally providing information.	3.73	3.89	+
9. Student attitudes toward learning are more important than the amount of knowledge gained.	3.85	3.82	-
10. A teacher should respect whatever a student values, even if the values are directly opposed to those held by the teacher.	4.12	3.96	-
11. Known trouble makers in a community should be prevented from holding public meetings.	3.91	2.75	-
12. If a person refuses to defend himself in court, it probably means he has something to hide.	3.91	3.89	-
13. The government should stop known communist supporters from speaking at public meetings, including those sponsored by schools.	3.50	2.75	-

Table 32 (Continued)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
14. Police should have the right to use any necessary means to capture criminals.	3.70	2.82	-
15. If a policeman catches a person in the act of stealing a car, the person should be made to forfeit the right to a trial by jury.	4.48	4.14	-
16. An attorney who defends a client whom he knows to be guilty is unethical.	3.82	4.11	+
17. Police should have the right to search the house of a known criminal either with or without a warrant.	4.36	3.86	-
18. Since the courts have become so overcrowded, civil cases should be handled by a judge without a jury in order to insure a speedy trial.	3.67	3.68	+
19. The Bill of Rights was probably a good idea in the late 1700's but it gives law breakers too much freedom today.	4.39	4.25	-
20. The courts should not interfere with the right of police to use necessary means to punish criminals.	4.38	4.00	-

Table 33

Irving Project

Group Response to Each Attitude Item - Elementary-Junior High (N=33)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
1. Value clarification exercises take up an excessive amount of class time for the student learning that is usually realized from such activities.	3.06	3.57	+
2. Although simulation games are time comsuming they should still be used because of their positive outcomes.	4.36	3.97	-
3. The collage is an interesting diversion for students but it is likely to produce little cognitive for affective learning.	3.39	3.30	-
4. Teachers should refrain from expressing their personal values to their students.	3.42	3.12	-
5. The use of a case study to examine the tenets of the First Amendment allows for more substantive thought by students than listening to a teacher lecture on the subject.	1.33	1.67	+
6. Educational games promote a greater understanding of concepts than a simple question and answer activity conducted by the teacher.	3.97	4.00	+
7. There are certain important facts that students should memorize even if they do not understand them at the time.	3.03	2.77	-
8. Teachers should spend the major portion of a class session personally providing information.	3.73	3.63	-
9. Student attitudes toward learning are more important than the amount of knowledge gained.	3.85	3.80	-
10. A teacher should respect whatever a student values, even if the values are directly opposed to those held by the teacher.	4.12	3.90	-
11. Known trouble makers in a community should be prevented from holding public meetings.	3.91	3.33	-
12. If a person refuses to defend himself in court, it probably means he has something to hide.	3.91	4.00	+
13. The government should stop known communist supporters from speaking at public meetings, including those sponsored by schools.	3.50	3.17	-

Table 33 (Continued)

Item	Pretest $\bar{X}$	Posttest $\bar{X}$	Sign
14. Police should have the right to use any necessary means to capture criminals.	3.70	3.42	-
15. If a policeman catches a person in the act of stealing a car, the person should be made to forfeit the right to a trial by jury.	4.48	4.30	-
16. An attorney who defends a client whom he knows to be guilty is unethical.	3.82	3.67	-
17. Police should have the right to search the house of a known criminal either with or without a warrant.	4.36	4.00	-
18. Since the courts have become so overcrowded, civil cases should be handled by a judge without a jury in order to insure a speedy trial.	3.67	3.73	+
19. The Bill of Rights was probably a good idea in the late 1700's but it gives law breakers too much freedom today.	4.39	4.03	-
20. The courts should not interfere with the right of police to use necessary means to punish criminals.	4.38	4.10	-

APPENDIX D

Law-Focused Evaluation Project
Summary of Teacher Interviews
on May 19-20, 1976
Midland/Odessa Area

1. Which law-focused strategies and materials did you actually use during this past year? How extensive was the use?

E_1 - Midland - 5th. We visited the police station and observed a court trial. I used all fifth grade units and carried out a mock trial and a mock city council. My students were alway enthusiastic about the activities.

E_1 - Midland - 5th. I used all of the units and Law in a New Land. All of them were so good that we had a problem limiting the time we spent on them. We did not take any field trips.

E_1 - Odessa - 5th (two teachers). We used all units, Law in a New Land, several films and filmstrips, and two different simulation games. We made current application of legal issues and wrote a play about one case. We made our own law book, wrote a class constitution, made bulletin boards, etc. We also had three mock trials.

E_1 - Odessa - 5th. We used all units except for one. We also used Law in a New Land and had a policeman in to visit.

E_1 - Odessa - 7th. We used the film Why We Have Laws and the Law in the Lone Star State book. I tried the interrupted film and filmstrip technique. I did not use many other techniques.

E_1 - Odessa - 7th. We used about 1/3 of Law in a Lone Star State. I showed the film Why We Have Laws. I didn't have time for any other things.

E_1 - Odessa - 7th & 8th. I taught all units in sequence during the second quarter. I had some problems relating units to the regular curriculum, so I bunched them up during the second quarter. The Great Cases book was a favorite of my students. I also used the Justice in America filmstrips, the value continuum, Police Patrol game, Claim Your Powers game, and the Wagons West game.

E_1 - Midland - 8th. I used the Handbook of Strategies extensively. I integrated parts of the units into the 2nd quarter. I also used the You & the Law manual from the Dallas Bar Wives and had a juvenile officer visit in my class.

E_1 - Odessa - 8th. We used most of the prepared units, Xanadu, several cases from Great Cases, Law in the Lone Star State, and the Claim Your Powers game. We briefed cases and used role playing or a value continuum as a follow up. We also used a couple of films but I can't remember what they were.

E_1 - Midland - 9th. I used the civil rights material and Great Cases as resource material. I did not use any of the units. I used the booklet on impeachment along with the value continuum.

E_1 - Midland - 9th. I used Great Cases and the students really liked it. We also used two mock trials. I did not make any use of the units because of so little time to plan. We couldn't take any field trips.

E_1 - Midland - 9th. I used many strategies out of the Handbook. I used the impeachment booklet and some cases out of Great Cases as they fit. I also used the material on limitation of 1st Amendment freedoms. I did not use any prepared units, because time is too limited.

E_1 - Odessa - 11th. I used Vital Issues, the capital punishment unit, the police unit, Ghetto, and one mock trial. We had a policeman in to visit the classroom.

E_1 - Midland -12th (two teachers). We used Xanadu, Rights of the Accused, Vital Issues, the King City Apportionment Case, and several films. Students were involved in briefing cases and presenting them to the class. We built our own mock trial and guest speakers included the D.A., a policeman, and a probation officer. Used a lot of material but confined it mainly to one quarter.

E_2 - Odessa - 12th. We used Vital Issues and briefed some cases. I used only two prepared units. I used the value continuum but I didn't think it was successful.

E_1 - Odessa - 12th. I used the material in one quarter when the focus was on the Judicial Branch. I used five units, cases from Vital Issues, a mock trial, and had two resource people visit the class.

E_1 - Odessa - 12th. I made heavy use of the Rights of the Accused unit and the Freedom of Expression unit. We briefed cases from Vital Issues. We also used opinionnaires and "Whatalotahooie." We did not do any mock trial, have any resource people, or go on any field trips.

2. What successes or failures did you encounter when using the material? What were your feelings about the use of materials and strategies?

E_1 - Midland - 5th. Role playing was very good. I had a great response to art and manipulative activities. Games went well. Response from parents was very positive.

E_1 - Midland - 5th. My attitude toward everything is very positive.

E_1 - Odessa - 5th (two teachers). Units are great. Role playing and mock trials went unbelievably well. Ghetto game did not work at all. It's too complex. Powder Horn was difficult and took too long to play.

E_1 - Odessa - 5th. I had very successful results with: role-playing, mock trials, Rosa Parks episode, and Police Patrol.

E_1 - Odessa - 7th. Why We Have Laws and Law in the Lone Star State are O.K., but the reading level of Law in the Lone Star State is a big problem. I did not use too much of it.

E_1 - Odessa - 7th. It was difficult to fit materials into my program. Most things I did went well though.

E_1 - Midland - 7th & 8th. I did not have a good experience with the mock trial. Kids got too involved with the details and lost the big picture. I didn't have time to use all of the units and it was too difficult to pull out a single lesson. I really didn't use them well although I taught them all during 2nd quarter.

E_1 - Midland - 8th. Student interest was high whenever we dealt with contemporary issues. Mock trial was very successful.

E_1 - Odessa - 8th. Any reading always worked better with faster students. Slower students related to activities better than other things.

E_1 - Midland - 9th. I am very positive about the program. I have had a problem integrating ideas into my classroom approach. Quality of material is very good.

E_1 - Midland - 9th. Mock trial went very well. Handbook of Strategies is good. Overall, I had a good feeling about things.

E_1 - Midland - 9th. I am very positive on the program. Role playing was very successful.

E_1 - Odessa - 11th. Material worked well.

E_1 - Midland - 12th (two teachers). Materials are exceptionally good. We had difficulty coordinating material with our curriculum, however.

E_1 - Odessa - 12th. Because of time, I only used the First Amendment and the Rights of the Accused units. The material was very good. Strategies did not work because of lack of pupil readiness. Group work was good.

E_1 - Odessa - 12th. Briefing of cases and doing the collage were both successful. Students had a good response to guests and the trip to court. The continuum worked well. We didn't have enough time to work much material into the course.

E_2 - Odessa - 12th. Supreme court cases went well.

3. How valuable was the Summer Institute in view of your experiences during this past school year?

E_1 - Midland - 7th & 8th. Teaching strategies were most valuable. Mike Stuart and Dan Benson were good. We suffered from information overkill in the law section. Overall the summer institute was very practical. It is a strong point in the program.

E_1 - Midland - 8th. I enjoyed the law section most, although the teaching section was the most helpful. Briefing cases was not too helpful and there was far too much repitition among the law profs. Overall the institite was very worthwhile.

E_1 - Midland 12th (two teachers). Law section was of more value to us, although teaching strategies are probably helpful for newer teachers. Too much time was spent on explanation of units. We would appreciate more lecture and less experience orientation in teaching section. Starr and Solona were good.

E_1 - Midland - 9th. This was the best summer institute I attended in terms of planning and presentations.

E_1 - Midland - 9th. Instruction was very good in both morning and afternoon. Field trips were excellent.

E_1 - Midland - 9th. Value clarification strategies were somewhat repetitious. I would have appreciated more prepared units that would fit into American History. Instruction was good, especially Judy, Miles, and Essinger. SMU prof seemed competent, but was a terrible teacher.

E_1 - Midland - 5th. Teaching section was the most helpful. Law sections were good, but difficult. Fogleman and Ellis were excellent. This was the first time I ever felt so great about a summer institute. It was just right.

E_1 - Midland - 5th. The instruction was good and 3 weeks is the right amount of time. The content was excellent. Sometimes there was too much detail in the law section.

E_1 - Odessa - 7th. The institute was very good; second to none. It was practical and the staff was fine. The three week time is very good.

E_1 - Odessa 5th (two teachers). Outside reading for the law section is too heavy and too detailed. The field trips were good. Ellis, Fogleman, and Caylor are good teachers. The institute was just long enough.

E_1 - Odessa - 8th. Stuart did a good job and the law profs were generally good. The institute should be lengthened to four weeks.

E_2 - Odessa - 12th. Did not attend.

E_1 - Odessa - 11th. Great!!

E_1 - Odessa - 12th. Overall it was excellent. Just the right length of time. Prof from Tech was terrible. He didn't translate anything into layman's terms. Starr was great.

E_1 - Odessa - 12th. The summer institute was excellent. Starr is a master and Solona is not far behind. This is the best in-service I have ever had. It was so practical and the materials were great.

E_1 - Odessa - 5th. The summer institute was very good. I am sure that I would not have used many of the materials if I had not had a chance to work through the experiences in the institute first.

E_1 - Odessa - 7th. Baker was good. The institute was good, but I got tired of driving 80 miles every day. The pacing was very good.

4. Now that you have worked with law-related topics for a year, is there anything you would add to the workshop or delete from it?

E_1 - Midland - 7th & 8th. Add greater emphasis on individual and societal values and stress their reflection in the law.

E_1 - Midland - 8th. Add consumer law and women's rights. Clear up the misunderstanding about grade placement of juvenile law. LCS includes it at seventh grade. We get the feeling that our district and TEA would prefer to have it at eighth grade.

E_1 - Midland - 12th (two teachers). Reduce time spent on One Man, One Vote and spend more time on Freedom of Religion. Include sessions where we discuss how to fit this into our curriculum. Add drug education to institute and provide a unit.

E_1 - Midland - 9th. Nothing.

E_1 - Midland - 9th. Nothing.

E_1 - Midland - 9th. Give us more prepared units. Include a review unit on the development of law in America. Make room to discuss integration of materials and strategies into our curriculum.

E_1 - Midland - 5th. Nothing.

E_1 - Midland - 5th. Nothing.

E_1 - Odessa - 7th. Add time to discuss our individual school situations and help us to plan how to integrate materials into our program.

E_1 - Odessa - 5th (two teachers). If you use simulation games, go through them very thoroughly. Delete some of the detail about English law. Show more filmstrips and media materials.

E_1 - Odessa - 8th. Emphasize early colonial law more. It was skipped over very quickly.

E_1 - Odessa - 12th. Did not attend.

E_1 - Odessa - 11th. Nothing.

E_1 - Odessa - 12th. One Man, One Vote should be deemphasized or cut.

E_1 - Odessa - 12th. Nothing.

E_1 - Odessa - 5th. Nothing.

E_1 - Odessa - 7th. Remove some of the law detail and add more strategies and methods.

5. How would you evaluate the support you have received in implementing the Law in a Changing Society Program?

E_1 - Midland - 7th & 8th. We always had material available.

E_1 - Midland - 8th. Adequate.

E_1 - Midland - 12th. Provide for at least two full days during the year for us to meet with the Dallas staff and discuss problems. Bertha was helpful. Provide classroom sets of the Vance book. Give us specific suggestions for integration of material. Plans for informal interchange among law-focused teachers several times during the year. These could be late afternoon or evening gatherings.

E_1 - Midland - 9th. Bertha has given her full support to the program. Our biggest problem is making changes in existing courses and in adapting material to our use. We need help with this.

E_1 - Midland - 9th. Bertha provided excellent help.

E_1 - Midland - 9th. Bertha gave top level support. We need follow-up help on integrating the material with our regular curriculum.

E_1 - Midland - 5th. Support was adequate. We always had materials when we needed them.

E_1 - Midland - 5th. It was good.

E_1 - Odessa - 7th. Support was adequate. Ralph was good and helpful.

E_1 - Odessa - 5th (two teachers). We had good support.

E_1 - Odessa - 8th. Support was adequate. My principal didn't encourage a field trip and we didn't take one.

E_1 - Odessa - 12th. My partner teacher didn't help me much. I seldom saw her.

E_1 - Odessa - 12th. Support was very good. Ralph was very helpful. Some materials were late and it caused problems.

E_1 - Odessa - 12th. It was adequate.

E_2 - Odessa - 12th. OK.

E_1 - Odessa - 7th. Support was O.K. Follow-up sessions were O.K., but we needed more of them. I didn't receive an invitation to the last workshop.

6. Are there any other suggestions, comments, or criticisms you would like to make to the staff of Law in A Changing Society?

E_1 - Midland - 7th & 8th. Make sure the same films are not used at different levels. They will be repetitive if they are. Prepare more material for the slow-learner and non-reader.

E_1 - Midland - 8th. Clear up which material is to be used at which grade level in order to avoid repetition. Teaching strategies are excellent, but cut out duplication by law professors.

E_1 - Midland - 9th. The three week summer institute is good.

E_1 - Midland - 9th. The summer institute was great and the material is excellent. Be sure to screen law profs very carefully.

E_1 - Midland - 5th. Keep Margaret Caylor on your staff. She is very good. Materials are well done. Help us to coordinate material with our books.

E_1 - Midland - 5th. Help us to fit the material into our curriculum plan.

E_1 - Odessa - 7th. My compliments to the Dallas staff. I would encourage them to do further follow up with us.

E_1 - Odessa - 5th (two teachers). The materials are excellent. We would recommend more in-service training in the Fall to keep the enthusiasm of the summer going and to train new teachers.

E_1 - Odessa - 8th. The follow-up in-service was great. Continue to bring in-service sessions to us in order to share new ideas and materials.

E_1 - Odessa - 12th. Follow-up in-service needs to be longer.

E_1 - Odessa - 12th. Provide more in-service during the year.

E_1 - Odessa - 12th. Because of LSC, this was my best year of teaching. We need more help with integration of the materials into our curriculum.

E_1 - Odessa - 5th. I would like more ideas for mock trials.

E_1 - Odessa - 7th. We need more follow-up workshops in the Fall as well as more help on integration of material into our program. I left everything until the last of the year and taught it as a separate unit because I couldn't figure out how to fit it in.

APPENDIX E

RESULTS OF ORAL INTERVIEWS WITH STUDENTS OF E_1 TEACHERS

Oral interviews were conducted with pupils of El teachers in both the Houston and West Texas projects. The purposes served by the interview were as follows: 1) to provide for pupil reporting of classroom experiences which could be used as a check against the teacher reports contained in Appendix D; 2) to provide a measure of pupil attitudes toward the law-focused program; 3) and to provide a further measure of attitudes toward the law, the police, and the judicial system.

Interviews were conducted with twenty-two pupils in Houston in December, 1975 after the end of the first quarter of the school year. Thirty-one pupils were interviewed from the West Texas project in May, 1976 near the end of the third quarter of the school year. In both cases pupils were selected at random from El classrooms and were asked to respond to an identical interview schedule consisting of ten questions. The pupils were nearly equally distributed across all grade levels involved in the program. The interviews were carried out by the project evaluators; three graduate assistants from TAMU; and the local LCS coordinators from Houston, Midland, and Odessa. In order to prevent the unintentional introduction of bias from the different interviewers, the questions were recorded on an audio tape which was played for each pupil. In addition to hearing the question on the tape, the pupil was presented with a series of cards, each containing one question from the schedule. The scoring of the pupil responses was simple and objective. Interviewers were instructed in the scoring procedure prior to the interviews so that comparable results would be obtained.

The results of the oral interviews are reported below on a question by question basis. The results were not subjected to a statistical analysis

since the pattern of the responses is obvious. Absolute numbers have been converted to percentages in order to make interpretation easier. A short discussion of the question and responses is also provided on a question by question basis.

Question 1

1. Think of a typical week in your classroom -- just a normal week. Here are some different things that people do in social studies classes. Look at the scale at the bottom of each sheet and tell me how often that activity happens in your social studies class.

   A. Teacher reads aloud from a book
   B. Students take turns reading aloud
   C. Teacher lectures; students listen or take notes
   D. Teacher asks questions and discusses them with the class
   E. Students work together in groups of five or less on some assignment
   F. Students work at desks writing answers to questions

Results

1-A	Houston N=22	West Texas N=31	Combined N=53
Never	36.4%	32.3%	34.0%
Once this year	4.5%	3.2%	3.8%
A few times this year	27.3%	32.3%	30.2%
About 1 day/week	9.1%	19.4%	15.1%
Two or more days/week	22.7%	12.9%	17.0%

1-B	Houston N=22	West Texas N=31	Combined N=53
Never	27.3%	22.6%	24.5%
Once this year	9.1%	9.7%	9.4%
A few times this year	31.8%	35.5%	34.0%
About 1 day/week	9.1%	9.7%	9.4%
Two or more days/week	22.7%	22.6%	22.6%

1-C	Houston N=22	West Texas N=31	Combined N=53
Never	4.5%	3.2%	3.8%
Once this year	0.0%	9.7%	5.7%
A few times this year	31.8%	35.5%	34.0%
About 1 day/week	9.1%	6.5%	7.5%
Two or more days/week	54.5%	45.2%	49.1%

1-D	Houston N=22	West Texas N=31	Combined N=53
Never	0.0%	0.0%	0.0%
Once this year	0.0%	3.2%	1.9%
A few times this year	9.1%	16.1%	13.2%
About 1 day/week	13.6%	19.4%	17.0%
Two or more days/week	77.3%	61.3%	67.9%

1-E	Houston N=22	West Texas N=31	Combined N=53
Never	9.1%	9.7%	9.4%
Once this year	18.2%	0.0%	7.5%
A few times this year	36.4%	25.8%	30.2%
About 1 day/week	9.1%	38.7%	25.8%
Two of more days/week	27.3%	25.8%	26.4%

1-F	Houston N=22	West Texas N=31	Combined N=53
Never	0.0%	12.9%	7.5%
Once this year	9.1%	3.2%	5.7%
A few times this year	18.2%	22.6%	20.8%
About 1 day/week	22.7%	32.3%	28.3%
Two or more days/week	50.0%	29.0%	37.7%

Discussion

This question was intended to provide a general indication of the instructional environment in classrooms of the El teachers. The summer institute stressed discussion as well as small group and individual work. These approaches were represented by sub-questions 1-D, 1-E, and 1-F as opposed to the approaches represented by sub-questions 1-A, 1-B, and 1-C. The pattern which emerges is that El teachers tend to make fairly regular use of discussion, small group, and individual work. It is also apparent that the lecture approach remains as a rather prevalent teaching method.

Question 2

2. How often have special events happened. These are things that do not happen all the time but that may have happened at least once in your room. Look at the scale at the bottom of each sheet and tell me how often the activity happens in your social studies class.

   A. Plays, mock trial, or acting thing out - If yes, describe
   B. Games - simulations or other kinds of games - If yes, describe
   C. Field trips - going any place outside of the classroom - If yes, describe
   D. Visitors - anyone who has come and talked to the class - If yes, describe

Results

2-A	Houston N=22	West Texas N=31	Combined N=53
Never	22.7%	19.4%	20.8%
Activity happened once	36.4%	12.9%	22.6%
Activity happened twice	18.2%	54.8%	39.6%
Activity happened three or more times	22.7%	12.9%	17.0%

2-B	Houston N=22	West Texas N=31	Combined N=53
Never	50.0%	38.7%	43.4%
Activity happened once	27.3%	12.9%	18.9%
Activity happened twice	4.5%	41.9%	26.4%
Activity happened three or more times	18.2%	6.5%	11.3%

2-C	Houston N=22	West Texas N=31	Combined N=53
Never	63.6%	54.8%	58.5%
Activity happened once	31.8%	22.6%	26.4%
Activity happened twice	4.5%	22.6%	15.1%
Activity happened three or more times	0.0%	0.0%	0.0%

2-D	Houston N=22	West Texas N=31	Combined N=53
Never	40.9%	35.5%	37.7%
Activity happened once	40.9%	19.4%	28.3%
Activity happened twice	9.1%	32.3%	22.6%
Activity happened three or more times	9.1%	12.9%	11.3%

Discussion

The question provides a measure of several "special activities" that might be used in a law-focused program. The results indicate that the majority of teachers made use of mock trial, simulation games, and outside resource persons. The weakest response related to field trips. The logistical, financial, and other problems associated with this particular activity may serve to explain why only 42% of the pupils sampled reported going on a field trip.

Question 3

3. Do you ever discuss things about the law in your classroom? Do you talk about things like the courts, the police, the way laws are made, and other things like that?

A. _____ No _____ Yes

If yes, how do you find out about the law?

B. Use of book? How often per week?

C. Teacher talks/discusses? How often per week?

D. Movie/filmstrip? How often per week?

Results

3-A	Houston N=22	West Texas N=31	Combined N=53
No	0.0%	0.0%	0.0%
Yes	100.0%	100.0%	100.0%

3-B

Houston N=22	West Texas N=31	Combined N=53
77.3% of pupils reported using a book for law-related discussion on the average of 2.6 times per week.	90.3% of pupils reported using a book for law-related discussion on the average of 2.5 times per week.	84.9% of pupils reported using a book for law-related discussion on the average of 2.5 times per week.

3-C

Houston N=22	West Texas N=31	Combined N=53
100.0% of pupils reported teacher discussing law on the average of 2.6 times per week.	100.0% of pupils reported teacher discussing law on the average of 3.1 times per week.	100.0% of pupils reported teacher discussing law on the average of 2.9 times per week

3-D

Houston N=22	West Texas N=31	Combined N=53
81.8% of pupils reported teacher using law-related movie or filmstrip on the average of .8 times per week.	71.0% of pupils reported teacher using law-related movie or filmstrip on the average of .6 times per week.	75.5% of pupils reported teacher using law-related movie or filmstrip on the average of .7 times per week.

Discussion

This question attempted to measure pupils memory of law-related discussions and the media through which the discussions occurred. The results indicate unanimous agreement that law-related topics were discussed and that the discussions were initiated in a variety of ways.

Question 4

4. Besides social studies what are three other courses you are taking? Don't include gym, and band, etc.

Social Studies _____ _____ _____

Now which of these do you like the best this year?
Which do you like second best?
Which do you like the least?

Results	Houston N=22	West Texas N=31	Combined N=53
Liked social studies best	54.5%	22.6%	35.8%
Liked social studies second best	18.2%	35.5%	28.3%
Liked social studies third best	18.2%	22.6%	20.8%
Liked social studies least	9.1%	19.4%	15.1%

Discussion

This question as well as the two which follow attempted to measure the pupil's affective response to the law-related program. A number of national surveys have indicated that social studies is generally ranked as the least favorite subject by a majority of public school pupils. The response of pupils here indicates a substantially higher ranking. The discrepancy between the Houston and the West Texas scores is probably the result of the different times at which the pupils were interviewed. One could infer that when the uniqueness of the law-related program wore off, the pattern shown by the Houston pupils would become more similar to that of the West Texas pupils. In any case, they show a highly positive response.

Question 5

5. You probably had a social studies course before. Look at the list of choices and tell me how you like this year's social studies course as compared to last year's.

Much better
A little better
The same
Not quite as much
Much less

Results

	Houston N=22	West Texas N=31	Combined N=53
Much better	59.1%	58.1%	58.5%
A little better	27.3%	22.6%	24.5%
The same	9.1%	12.9%	11.3%
Not quite as much	4.5%	0.0%	1.9%
Much less	0.0%	6.5%	3.8%

Discussion

The response to this question indicated that 80% of the pupils interviewed liked their present social studies course better than the one taken the year before. One can infer that the reason is due, at least in part, to the effect of the law-related content and methods.

Question 6

6. Which of the choices below do you think would be most true for students who have taken this social studies course?

_____ They would have a much better attitude toward the law and the police

_____ They would have a little better attitude toward the law and the police

_____ They would have about the same attitude toward the law and the police

_____ They would have a little worse attitude toward the law and the police

_____ They would have a much worse attitude toward the law and the police

Results

	Houston N=22	West Texas N=31	Combined N=53
Much better	41.0%	58.1%	50.9%
A little better	54.5%	16.1%	32.1%
The same	4.5%	22.6%	15.1%
A little worse	0.0%	3.2%	1.9%
Much worse	0.0%	0.0%	0.0%

Discussion

This question attempted to measure the affective impact of the law-related program by asking pupils to project and predict the response of others. Most students interviewed predicted that such a course would have a positive effect on attitudes toward the law and police. This projective response can be interpreted to mean that the attitudes of the pupils involved in the program have shifted in a positive direction.

Question 7

7. Suppose a law is passed that you think is very unfair. You feel that it interferes with your basic rights. The law makes you very angry and you hate the thought of having to obey it. Of course, if you do break the law, there will be some sort of penalty.

Now here are how three different people would respond to this situation. Which person is most like the way you would respond, and which is least like the way you would respond.

A. Person One obeys the law. Since the legislators made the law and since they are elected by the people, they must know best.

B. Person Two says that the law is no good. He refuses to obey it and tells everyone that he is disobeying. He also participates in protests like marches and that sort of thing.

C. Person Three obeys the law even though he knows it is unfair. He protests by writing a letter to the editor of the newspaper and to his legislator. If necessary he will also participate in non-violent protests like marches, etc.

Results

	Houston N=22	West Texas N=31	Combined N=53
A	36.3%	9.7%	20.8%
B	0.0%	6.5%	3.8%
C	63.6%	83.9%	75.5%

Discussion

This was the first of four questions designed to measure pupils' attitudes toward the law, the police, and the judicial system. Answer C corresponds most closely to the affective goals formulated by the LCS program and it was the one chosen by the majority of the pupils

Question 8

8. "Hurry up, Sam -- we'll be late!"

"I can't hurry any faster Ellie - I'm already going the speed limit."

"Oh come on. There are too many laws around, Sam. How come you always think you have to obey them?"

Here are three answers Sam might give to the question,"How come people follow the laws?" Which one do you agree with the most? Which one do you agree with the least?

A. Look, I don't like to follow the law, but if I don't I could get caught. That would mean a fine or maybe even jail.

B. Well, I know that people who make the laws know what's best for us. If they make the laws, I'll follow them.

C. Well the laws are made to protect you and me and everyone else. I just figure they're good for everybody.

Results

	Houston N=22	West Texas N=31	Combined N=53
A	0.0%	19.4%	11.3%
B	22.7%	12.9%	17.0%
C	77.3%	67.7%	71.7%

Discussion

The goals of the LCS program indicate answer C as most desirable. The majority of pupils chose this answer.

Question 9

9. "Oh, oh guys. Better watch out that policeman is sitting in his car out there along the street again."

"That's O.K. with me. Cops don't mean anything to me."

"Yeah, me too. They just sit around, act tough, and draw their paycheck. A big, easy job."

Below are four different responses that the other person in the group might make. Which person would you agree with most? Which one would you agree with least?

A. That's right, cops don't do anything but give you a lot of trouble. The other night my mom was speeding just a little bit when this cop pulled her over. He gave her a ticket for nothing at all.

B. I don't agree! The old policeman who acts as our crossing guard seems nice enough. He doesn't give anybody any trouble, in fact he even acts friendly sometimes.

C. Cops are real pigs. My older brother said that one of his friends got beat up by the cops for nothing at all. Cops take the job just so they can shove people around whenever they want.

D. I don't agree. The police have one of the hardest and most dangerous jobs in town. They make mistakes sometimes, but they try to do a good job.

Results

	Houston N=22	West Texas N=31	Combined N=53
A	0.0%	0.0%	0.0%
B	9.1%	9.7%	9.4%
C	0.0%	0.0%	0.0%
D	90.9%	90.3%	90.6%

Discussion

Pupils overwhelmingly choose answer D which was rated most desirable according to the goals of the LCS program.

Question 10

10. "Hey Michael, I heard your neighbor was arrested and accused of robbing a store. Here I thought he was a nice guy."

"He is a nice guy, James. He said he didn't do it and I believe him. In fact, I saw him about the time he was supposed to be robbing the store. He's going to have to go to court to prove he's not guilty.

Below are three responses that James could make. Which one do you agree with most? Which do you agree with least?

A. That's too bad. He'll never have a chance in court. Only the rich people who have really clever and crafty lawyers ever get a fair deal in court.

B. That's too bad that happened, but the judges and juries really try to be fair to everybody. He'll have a good chance to present his side of the story and everything will probably come out all right.

C. That's too bad. I don't know about the court business, though. I guess he'll probably get a fair deal but I'm really not sure.

Results

	Houston N=22	West Texas N=31	Combined N=53
A	0.0%	3.2%	1.9%
B	90.9%	87.1%	88.7%
C	9.1%	9.7%	9.4%

Discussion

Answer B indicates a positive attitude toward the judicial system and is in keeping with the stated goals of LCS. The majority of students indicated B as their preferred response

Three conclusions seem to be justified on the basis of the results of the pupil interviews. They are as follows:

1. Pupil reports indicate that teachers did implement the Law in a Changing Society program in their classrooms using a variety of media and methods.
2. Pupils' attitudes toward the LCS program are very positive.
3. Pupils have positive feelings toward the law in general, the police, and the judicial system.